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ABSTRACT

This manual was developed to help facilitators explain, implement, or expand a family literacy program. It is based on research and on the experience of developing and implementing the model program established by Literacy Volunteers of America-Chippewa Valley in Eau Claire, Wisconsin. The program encompassed the four basic components of family literacy: education for the adult, education for preschoolers, parent education, and parent and child interaction activities. The manual follows a question-and-answer format to take program directors sequentially through family literacy program development and implementation. The book covers the following topics: What is family literacy?; Why build a comprehensive program?; Who are the partners?; What about publicity?; Who can participate?; Who recruits the families?; Implementing the basic components; What are the obstacles to learning?; How is the game won?; Who makes the rules?; Who coordinates the components?; What about volunteers?; What about English as a Second Language?; Who pays for all this; and What about my own program? More than half the book is made up of appendixes that contain the following: (1) sample job descriptions; (2) tools (organizational, grant writing, publicity, recruitment, instructional, and program evaluation); (3) forms (intake, policy, attendance, permission, evaluation, interest surveys, and scheduling); (4) resource lists (organizations, program development, adult education, early childhood education, parent education, parent and child interaction, portfolio assessment, English as a Second Language, and funding sources); and (5) a bibliography listing 112 references. (KC)

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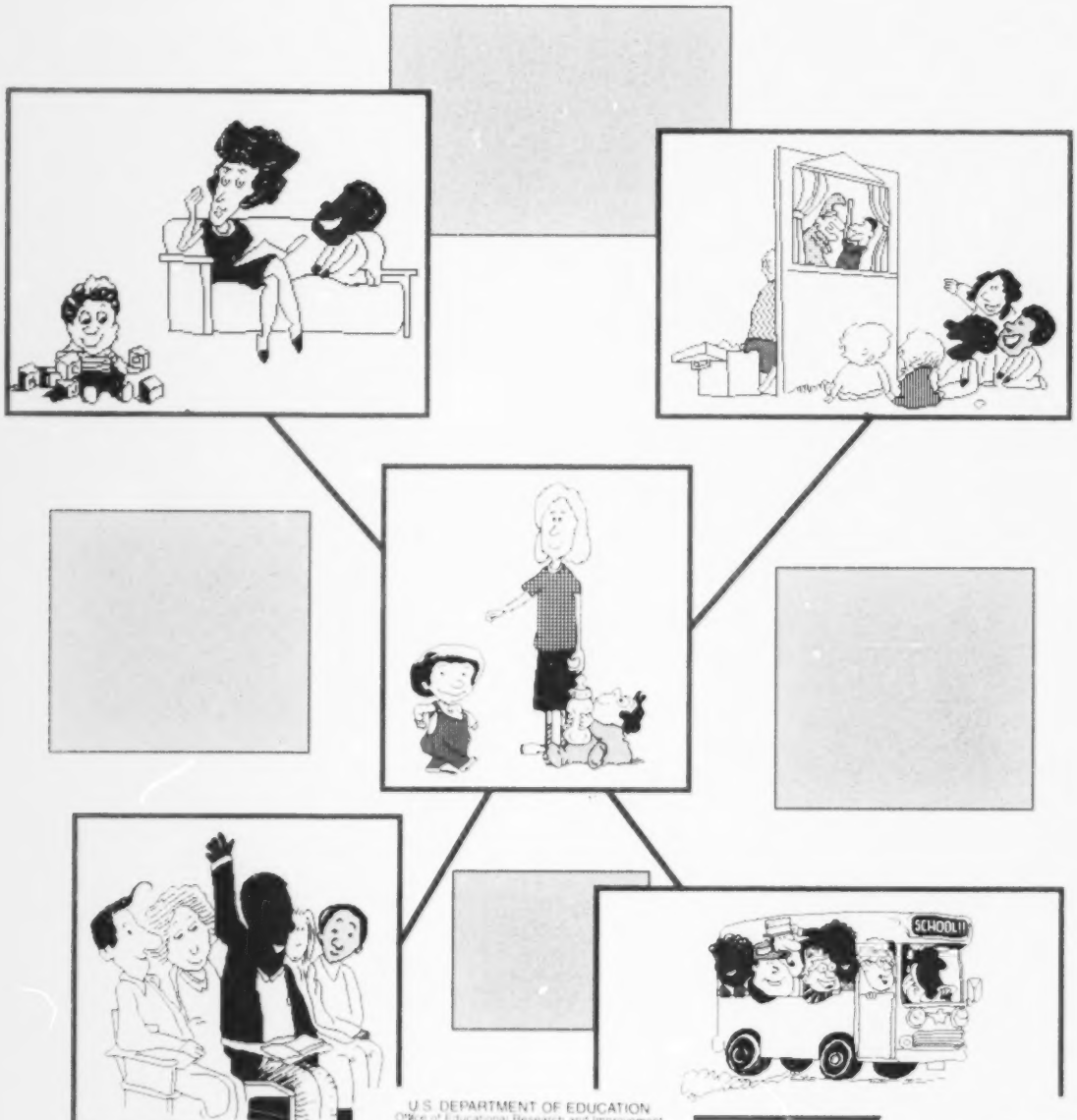
The Path to Family Literacy

Building a comprehensive program, step by step



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The Path to Family Literacy

Building a comprehensive program, step by step

By Carol Gabler and Jan Goethel

With acknowledgment of input from all partners and staff involved in the family literacy effort

All proceeds from this project will be used to enhance literacy efforts in the Chippewa Valley area.

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Preface

The following manual is intended as an aid for facilitators wanting to explain, implement, or expand a family literacy program. The authors have based their recommendations on sound research and on the experience of developing and successfully implementing the model program established by Literacy Volunteers of America-Chippewa Valley in Eau Claire, Wisconsin.

The family literacy team in Eau Claire is an advocate of the "strengths" approach for all family literacy participants. This approach regards the family as a learning unit and builds upon the relationship between generations. The goal is to empower the parents to improve their own lives through literacy training, while giving their children a more vigorous start in school. This training should (1) be applicable to their daily lives and (2) reinforce existing skills and strengths. Parents who are convinced of the usefulness of knowledge are more likely to motivate and teach their own children (Ponzetti & Bodine, 1993).

The needs of this intergenerational target group are complex. These needs can best be met through a team approach, which draws input from many different areas of experience and expertise. Family literacy is most effective when all the issues can be addressed: adult basic education, employability, childcare needs of parents returning to school, school readiness skills for children, and other parenting concerns. When family support services are included, the parent is more able to concentrate on learning the skills needed to enhance economic self-sufficiency (Edlund, 1992; Nickse, 1990). The addition of community partners to the team enables more family support services to be offered. The Eau Claire program further enhances this effort with well-trained and fully-supported volunteers.

In the Eau Claire program, the initial family literacy effort involved story-hour sessions for children and parents together. Participating parents were enrolled in literacy training, primarily one-to-one tutoring. According to Nickse's 1990 classification of family programs by type of intervention (direct or indirect), this arrangement provided direct service to both the adult and the child. The training program used as the basis for this beginning program was *Reading With Children* (LVA, 1989).

As funding was secured, the program was expanded to include Adult Basic Education instruction, certified preschools, licensed childcare, transportation, and social services. This expansion enabled the program to supply the four basic components of comprehensive family literacy:

1. Education for the adult
2. Education for the preschooler
3. Parent education
4. Parent/child interaction activities

According to the National Center for Family Literacy, these four components, together with enough time and intensity of activity, are what truly constitute family literacy. The collaboration of these clearly defined approaches distinguishes family literacy from other intergenerational literacy efforts (Brizius & Foster, 1993).

Whatever the particular combination of services, positive impact upon the entire family demands that family literacy programs strengthen the connection between parent and child. These programs share a common understanding: the literacy development of children benefits from parents or caregivers who are also interested and involved in advancing their own literacy (Nuckolls, 1991).

If we are to achieve Goal #5 of the National Goals for Education —"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship" (U.S. Department of Education, 1990) — then it is all the more urgent that we reach children as effectively as possible.

Just as "there is no one right way to teach literacy to an adult new reader — no one approach or program so superior that all other approaches should be abandoned" (Newman & Beverstock, 1990, viii) — there is no perfect approach to family literacy. We must welcome many and varied solutions to the problems. Comprehensive family literacy, by its very nature, invites such integration.

The Path to Family Literacy

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Are you trying to explain or develop a

FAMILY LITERACY PROGRAM

but finding that

the pieces don't always fit together?

Well, you need not feel marooned.

We are here to help.

This manual will provide the tools to:

1. explain family literacy
2. analyze your own program
3. expand an existing program
4. overcome the obstacles within a comprehensive program.

Information in this manual is based on the comprehensive model established by **Literacy Volunteers of America-Chippewa Valley in Eau Claire, Wisconsin**.

The Eau Claire model is a grassroots endeavor that began with high hopes and a shoestring budget and has grown into a successful comprehensive family literacy program. By showing **YOU** what has worked for **US**, we may save you time and energy and perhaps spare you some frustration as well. Join us as we build a family literacy program, step by step . . . Join us on the path to literacy.

What is family literacy?

An old idea, being revived . . .

The relevance of family to education is not a new concept. Recognition of family influence goes way back to the eighteenth century, as evidenced in pamphlets offering childrearing advice, through numerous movements in the 1920s and 1930s, to today's many diverse family education programs.

An attack on poverty, at its base level . . .

Today's focus on the family represents an increased awareness of the relationship between educational success and economic level. When a nation has nearly one in four young children living in poverty, with the highest rate found among minority children under six years old (National Center for Children in Poverty, 1990), there exists a large population facing greater risk of impaired health and educational disabilities. Family education programs are seen as a way to assist families, particularly poor families, in meeting their children's developmental needs.

A source of motivation . . .

Recent studies confirm that early childhood and school programs may be more successful when other family members are involved (Nuckolls, 1991). Characteristics of the family and home environment play a significant role in child development. When a home includes daily parent/child conversation, encouragement of reading, and interest in and a support for educational growth, the child evidences higher achievement (Walberg & Marjoribanks, 1976).

A means to improved attitudes . . .

Other research has shown that parental education is one of the best predictors of a child's school success (Wagner & Spratt, 1988). If the parents themselves are given the opportunity to further their education, they become better trained and more able to adapt to a rapidly changing technological environment. When parents feel competent in acquiring new skills, they gain confidence in teaching their own children. Education is then perceived as a lifelong pursuit, rather than a short-term challenge, and it becomes valuable. This attitude transfers to the children.

A team effort . . .

At its basic level, family literacy means the parent and child are learning together and enhancing the lives of each other. Family literacy programs consider parents and their children as a learning unit, assuming that they may profit from literacy as a shared experience (Nickse, 1989).

Specific definitions of family literacy vary, but for the purposes of this manual, we will be building a comprehensive program around the following basic components:

1. **Education for the adult**
   (Basic skills instruction for parents or primary caregivers)
2. **Education for the preschool child**
   (Developmental experiences for the young children)
3. **Parent education**
   (Assistance in parenting, employability, and personal growth areas)
4. **Parent/child interaction activities**
   (Opportunities for parents and children to learn together)

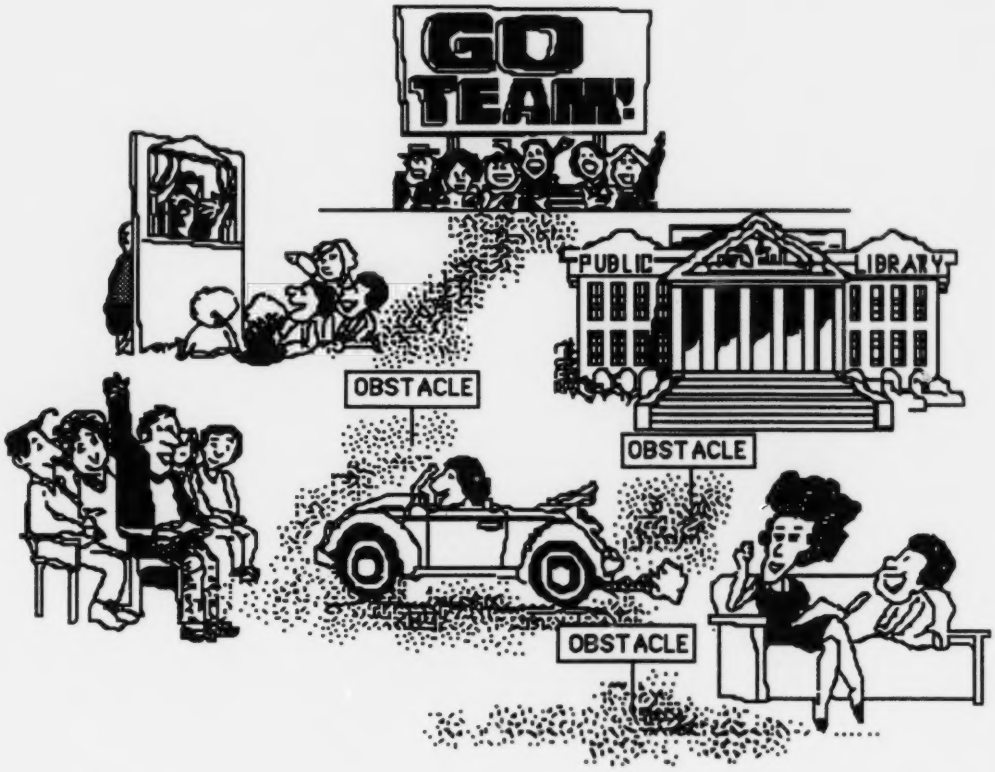
The fulfillment and integration of these basic components require teamwork. The family, the volunteers, and the teachers work as a team in pursuit of education. Together, they set joint goals that are attainable and appropriate for each specific situation. This ensures a more positive educational and recreational experience.

A comprehensive program expands the team with a network of school, government, volunteer, and community agencies. This collaboration helps parents overcome obstacles that lack of education and poverty have thrown in their path.

Why build a comprehensive program?

Many wonderful family literacy efforts, such as story hours and special parent/child interaction times, provide the beginning pieces for a comprehensive model. When the adult and the child both receive direct instruction (Nickse, 1990), the family benefits from the intense programming. Guided interaction between adult and child reinforces this approach. Thus the program strengthens literacy skills and family relationships at the same time. With the many different skills adults need to be functionally literate in an ever-changing world, a comprehensive program provides an excellent opportunity to prepare for the future.

But it's undeniable that the pathway to improved literacy for an undereducated adult is one full of obstacles. The parent's ability to concentrate on learning is hindered by the struggle to make ends meet. By drawing upon the varied programs and resources within a community, ways can be found to support and empower families. A comprehensive program draws these community resources in as partners in a team effort, without duplication of services. In reality, these partners aren't just a good idea, they are a **necessity**, as the program is often too complicated and too expensive to be implemented by one service provider alone.



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What challenges are we facing?

Let's take a realistic look at two major factors:

the needs that stand in the way of success in education for the population being considered
the organizational task of pulling all the resources together to meet these needs

Goals to pursue	Areas to strengthen
multidimensional services	shared vision
appreciation of existing family strengths	framework of collaboration among many different agencies
role models for families	effective leadership
education relevant to life	competent team players
technological opportunities	creative financing
support for participants for whom English is a second language	patience and tolerance

---

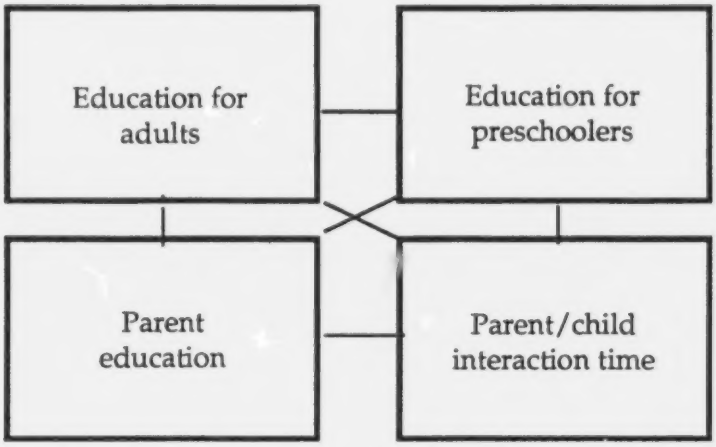
Don't be discouraged! It's a hefty challenge, but it can be met.

We are setting ourselves and the participants up for failure
if we think we can solve all their problems . . .
or if we think an integrated program happens quickly . . .

But if we build a program carefully, one piece at a time,
there will be progress and everyone will benefit.

What do I need to know to build a comprehensive family literacy program?

First of all, you start by looking at your own program to determine which of the four basic components you already have. It helps to think of family literacy as a network of connecting pieces:



Obviously, you need to have a pretty solid plan for the parent and child educational components before you can build the rest of the program.

Once you have a clear picture of your own program — your primary pieces — you can identify the missing family literacy components and begin to search for ways to fill these program needs. If you are starting a comprehensive program from scratch, identify the component you feel will be the easiest to develop. Target that component.

Facilitators: ——————→
Watch for this poster image throughout the manual. It will suggest steps to take when building your own family literacy program. Think about how your program relates to the model being discussed.

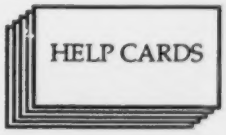
Assess the size and needs of your target population. That will establish the base for your educational programs.

For help in conceptualizing your own program, see the **Puzzle Tool**, page 82 in Appendix 2.

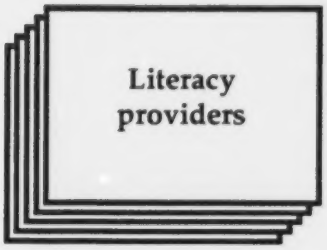
Who are the partners?

It takes a comprehensive program to deal with a complex situation.
The partners in family literacy work together to help overcome the obstacles.

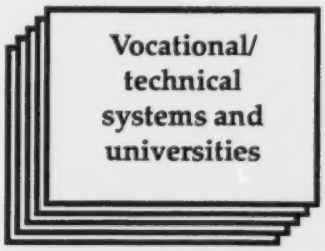
Some potential partners are shown here as



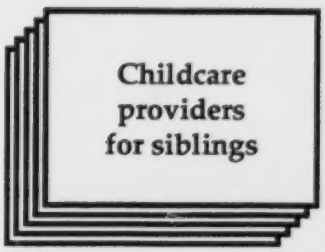
with suggestions of available services.



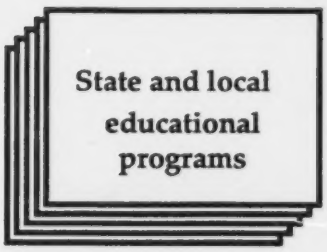
* administration of project
* grant procurement
* tutor training/support
* one-on-one tutoring
* program evaluation



* Adult Basic Education instructors & curriculum
* state and federal funding
* career counseling
* ESL classes
* computer literacy



may be found in:
* YMCAs
* churches
* volunteer groups



* preschool programs
* classroom space
* bus transportation
* early intervention educational programs
* federal and state grants
* parenting education

* story hours
* possible space for literacy programming
* funding and donations
* books and other materials

* JOBS program
* funding for childcare
* transportation funding
* student referrals
* monitoring parent progress

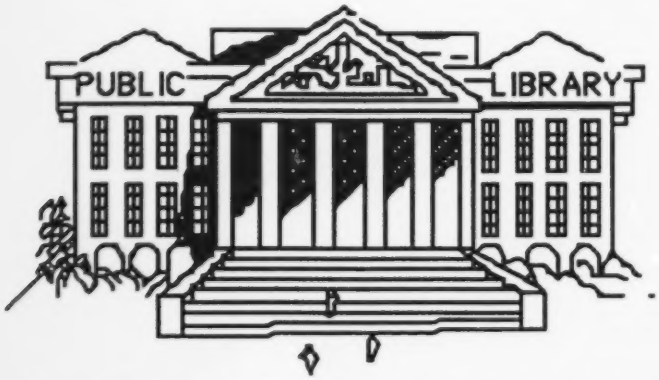
How do I recruit partners?

The recruitment of partners is like a business venture. When you approach your community agencies as potential partners, be prepared to demonstrate how they also might benefit from this joint effort. The end result of integrating services may be a more cost-effective solution for all.

Make a list of the possible partners in your community. Be prepared with documentation of your community's needs.
Be creative.
Be persuasive.
Be persistent.

If you are thinking of expanding your existing effort, build on the success you have already achieved. Your first job is to educate potential partners about the need for the program and the rewards of the program. Explanatory brochures can be helpful for this. (See Appendix 2, p. 92.) Consider taking a satisfied parent to visit a potential partner or sharing letters from former participants. Remember: everyone likes success, because everyone wants to win.

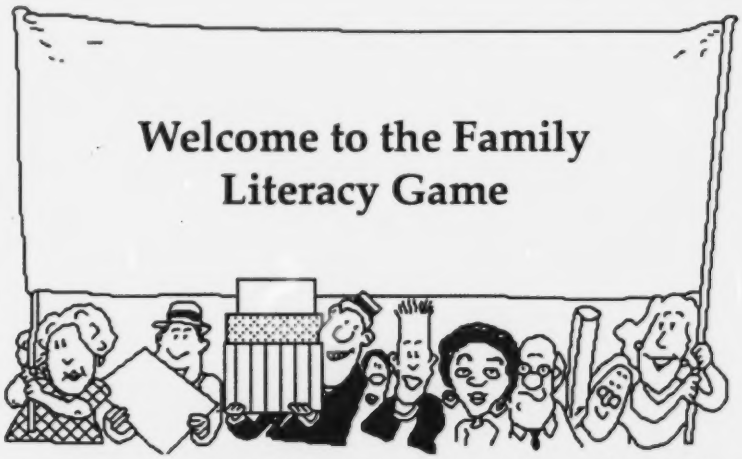
It is important to let partners know that you value their involvement. Recognition of their efforts can be accomplished through little things, such as including their logos on your pamphlets and stationery and mentioning them in press releases. (See Appendix 2, p. 106-111.) When representatives serve on your advisory committee, they become even more active. This also creates a more balanced governing body.



The primary role of the partners in a comprehensive family literacy program, of course, is to provide the positive components needed for success in learning. This cooperative effort tries to provide a seamless mesh of services that meet the students' needs. The partners are the ones who make things happen, functioning as both benefactors and facilitators. You can't accomplish such complex miracles without them!

Now that you know **who** is involved in family literacy and **why**, it is time to deal with **how** — how to make all the pieces fit together. You have analyzed your own program. The challenge now is to fill in missing pieces.

Let's look at this challenge as if we were setting up a **board game**. This is not to trivialize the effort, but rather to explain a complex structure by comparing it with a familiar concept. We have a goal in mind: improved literacy skills for parents and their young children. The means to this goal is a network of paths — paths filled with obstacles. We need to clear these paths, and we need the help of our partners to do it.



Come with us along the paths of our hypothetical game. It will help you understand your role as a facilitator in getting a comprehensive family literacy program started.

To see how family literacy compares to a game, consider the components of a game:

Winning!

First and foremost,
we want the families to win.
Picture a game where participants
simply can't lose
if they put forth sincere effort.

Teamwork!

With so many partners,
we have to work as a team.

Having fun!

By removing obstacles, we create a positive environment for learning.

What about publicity?

As in any game, the first step toward winning is to build a strong team. We have talked about ways to draw the major partners into the program. These agencies are essential to the education components. But the comprehensive program can also be strengthened and enhanced by effective advertising. By letting the community know what you are doing, you can lure public support as well as prospective players.

There are a number of places to scout out experienced and talented individuals to assist you in this task. One would be the local college or university, if you have one nearby. The English department or journalism department may be able to direct you to a student needing an internship or special project.

If you don't have a university or college nearby, perhaps a local print shop, newspaper, or professional organization could suggest a willing volunteer.

Do you have a partner who will help promote the program? Designate someone to handle publicity.

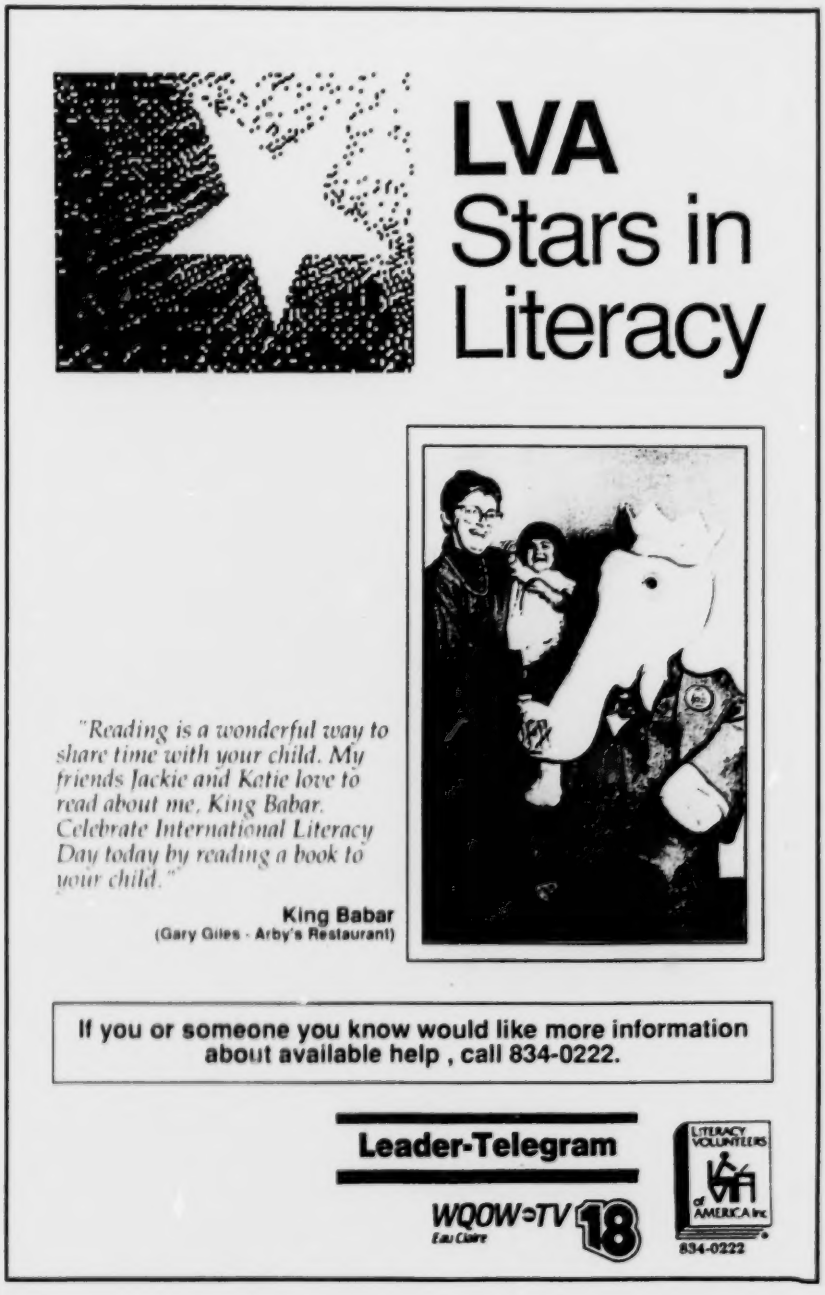
See the Appendix, p. 92, for sample brochures and flyers.

It will help if you can get a volunteer with knowledge in technical writing, because it takes a lot of time to develop meaningful flyers and brochures for distribution to parents, partners, and funders.

The more professional-looking your press releases and brochures are, the more impressive they will be.

Remember: it will take repeated exposure for potential families, partners, and funders to really understand what you are trying to accomplish.

We have found that if we recognize our volunteers, respect their time constraints, and work around their schedules, everyone wins and feels good about participating. Each week we place a Stars in Literacy ad on the local television station and in the newspaper, honoring a different individual or group. We feature parents, partners, volunteers, and staffers in this recognition. Both newspaper space and air time are donations.


LVA
Stars in
Literacy
"Reading is a wonderful way to share time with your child. My friends Jackie and Katie love to read about me, King Babar. Celebrate International Literacy Day today by reading a book to your child."
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(Gary Giles - Arby's Restaurant)
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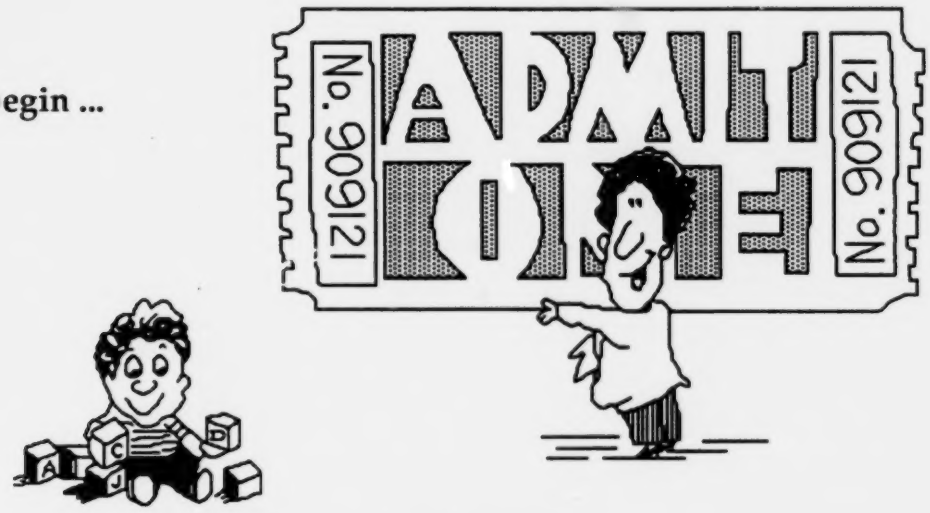
Let's begin ...



Who can participate?

Clear rules for eligibility help a program function smoothly.

Criteria for a comprehensive family literacy program might look like this, depending on participants' needs, funding, and different agency requirements:

1. Parents must have children eligible for preschool.

2. Children must reside in a Chapter 1 school attendance area to qualify for **Even Start** programming. Parents must also meet specific requirements.

   (Chapter 1 is federal funding distributed through state departments of public instruction to meet special needs. The Even Start program is federal funding designed to integrate early childhood education with adult education to improve educational opportunities for adults and children between birth and 8. See Appendix 2, p. 90, for more information.)

3. Parents must be eighteen (18) years of age or older.

4. Parents must need help in literacy skills to function successfully in the community.

5. Parents seeking financial assistance through social services must meet requirements of the JOBS program or JTPA (see the next page).

6. Parents and children must commit to attend together regularly.

Who recruits the families?

A push in the right direction may come from numerous sources:

List the agencies that could help you recruit.
List your rules of eligibility. These two factors are interrelated.
Agencies often use brochures to recruit parents.

1. **Social services/human services agencies**
   The **JOBS** program (Job Opportunity and Basic Skills) is a state and federal work program for **AFDC** (Aid to Families with Dependent Children) recipients. **JOBS** is a strong partner in a family literacy program because participants are required to attend classes 15-20 hours per week to remain in the program and receive financial assistance. **JTPA** (Job Training Partnership Act) is another federal program that might be a source for participants.

2. **Schools**
   Early childhood educational programs, such as Head Start and Early Childhood Exceptional Educational Needs, are a possible source of participants. In the public school system, close cooperation with Chapter 1 or Chapter 2 programs can be a great asset.

3. **Vocational/technical colleges and community education programs**
   Instructors often encounter students with young children who could benefit from a family literacy program.

4. **Literacy programs**
   Staff members in agencies such as literacy programs and libraries are aware of families in need of assistance.

5. **Employers**
   Many companies support literacy training.

6. **Local public housing authority and homeless shelters**

7. **Self-referral**
   Often friends tell friends about the program.
   Flyers can be posted in churches, housing projects, gas stations, social service agencies, grocery stores, and at kindergarten registration.

What is involved in registering parents?

Families are identified through sources such as those listed on page 21. The facilitator might start in the spring by including interest letters in the application packets for Head Start and other similar programs. Parents who respond could be sent a letter during the summer. (See the sample in Appendix 2, p. 112.) In July JOBS case managers, other social workers, and public school employees are contacted to remind them to submit by mid-August the names of the people they want enrolled. In late August there are opportunities to attend Head Start orientation meetings to talk about the program.

Once a potential family is identified, the parent is contacted personally by a staff member. An interview is arranged, either in the parent's home or in a public location. The initial interview is informal, with the facilitator explaining the program to the parent. Conversation with the parent will reveal the obvious needs that must be met in that particular family for the parent to return to school.

Ideally, everyone should be ready to start at the same time. In reality, recruitment is an ongoing process. Families move, drop out, get their high school equivalency diplomas, and so forth, so referrals from most sources continue to come in throughout the year. When the referral is received, the facilitator attempts to place the child and parent as soon as possible. Operating on a semester basis makes it a little easier to control movement in and out of the program. Many programs offer fall, winter, and summer sessions.

The challenge to a family literacy program is to see, affirm, and expand the strengths already present within every family. Facilitators must look for these traits and encourage them. It helps, for example, to think about a family as being courageous for enrolling in a literacy program in the first place.

Respectful acceptance is key to making a family feel welcome. Change is difficult for all of us.

"Shifting gears from thinking that these are families with problems to opening our eyes to see resources and strengths is one way staff can aid families in acknowledging their own strengths." (PLUS report, 1993, p. 13.)

It is important to know the needs and characteristics of your target population. For tips on assessing these needs, see Appendix 2, page 86.

See guidelines for selection of participants on page 91.

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How can a facilitator keep parents involved in the program?

Retention of participants can be challenging. Consider the following suggestions:

1. Maintain flexibility in programming.
    * Arrange classes to fit family schedules.
    * Coordinate with the public school schedule and calendar.
2. Emphasize direct benefits for parents, including improved education and employment opportunities. Articulate your expectations for participants.
3. Be responsive to families' multiple needs.
    * Help meet sibling childcare and transportation needs.
    * Help parents set realistic goals, with some easily achieved objectives.
    * Recognize that timing is not always going to be right; allow for comfortable reentry into the program.
4. Provide incentives and tangible rewards for participation. (YMCA memberships, free childcare, free books, T-shirts, etc.)
5. Provide a nonthreatening, "user friendly" classroom environment.
    * Build in opportunities for parents and children to experience success.
6. Present a well-organized program.
    * Schedule time for staff and partners to interact and plan.
    * Be accessible and organized, with a structured routine.

Checkpoint: where am I now?

When organizing a program, you need to consider the following questions:

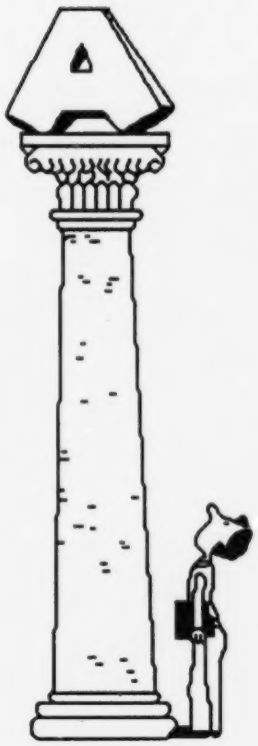
1. What are the needs and characteristics of the target population?
2. What contacts must be made for adult and preschool education?
3. What location will be physically and emotionally accessible?
4. What resources exist in the community and how can they be accessed and used?
5. What will be the frequency, duration, and intensity of the programming?
6. How will the parent/child interaction component fit into the program?
7. How will the parenting education component fit into the program?
8. Will childcare and transportation be issues that must be addressed?
9. What will be the estimated costs and where will funding be obtained?

(K. Machmeier, family literacy lead instructor)

At this point we are assuming that you have located a source of basic skills instruction for the parents and the preschoolers. Keeping the above questions in mind, let's move on to looking at different ways to implement the four basic components of a comprehensive program. We will include recommendations from our staff.

Implementing the basic components:

Education for adults



We have suggested ways to recruit families into your comprehensive program. Let's look more closely at the adult education component, considering first the content, and then the more personal side of the program.

Adult basic education may include instruction in areas such as reading, writing, mathematics, general educational development (GED), job training, or English as a second language. Its goal in family literacy is (1) to ensure that parents are able to actively participate in literacy activities with their children and (2) to prepare parents for greater success in their provider roles.

Adult education can be conducted anywhere that offers a classroom setting with access to reference materials. Availability of computers is a definite asset, as computers are an integral part of the working world as well as a learning tool.

The first step is to design an individualized learning program for each adult.

How is a student's learning program determined?

1. Interview the student to assess the student's needs.
   You need to know the family situation, as well as academic background.
2. Make an assessment of the student's abilities.
   What your program can do will be influenced by your state's requirements for adult basic education. Our assessments, for example, are based on portfolios containing interview data, writing samples, standardized test scores, and background reports from referral agencies.
3. Help the student set realistic short- and long-term goals.
4. Develop an individualized instruction plan.
   This plan will include academic goals as well as parenting/personal development. (See Appendix 2, p. 114, for a sample learning plan.)
5. Maintain ongoing evaluation of the student's progress. (See Appendix 2, p. 116, for evaluation guidelines and Appendix 3, Forms, for sample evaluation forms.)

What is portfolio assessment?

According to Imel (1993), portfolio assessment is the evaluation by teacher and student of a collection of the student's work. Using the learner's work to measure and monitor progress encourages the development of self-assessment skills useful in the work world. It is a continuous, collaborative, and multidimensional means of analysis.

Examples of instruction areas:

Improving skills in reading
writing
math
computer
Learning how to study
take tests
write resumes
find a job
keep a job
Preparing for the GED tests

Examples of goals met:

Upgraded skills to enter training program
Made improvement in basic skills
Earned citizenship
Passed written driver's test
Passed civil service exam
Passed the GED tests
Earned high school equivalency diploma (same as GED in most states, but not all)

Creating a learning environment that meets the needs of adult students is a key element of successful adult education programs. The challenge is to create a nonthreatening atmosphere in which adults are expected to share in the responsibility for their learning.

A program is more likely to succeed when it:

1. values adults for their life experiences
2. recognizes individual differences and individual goals
3. involves adult students in selection of course content as well as evaluation of progress
4. provides material with an opportunity for immediate application.

What is a typical day like in an Adult Basic Education classroom?

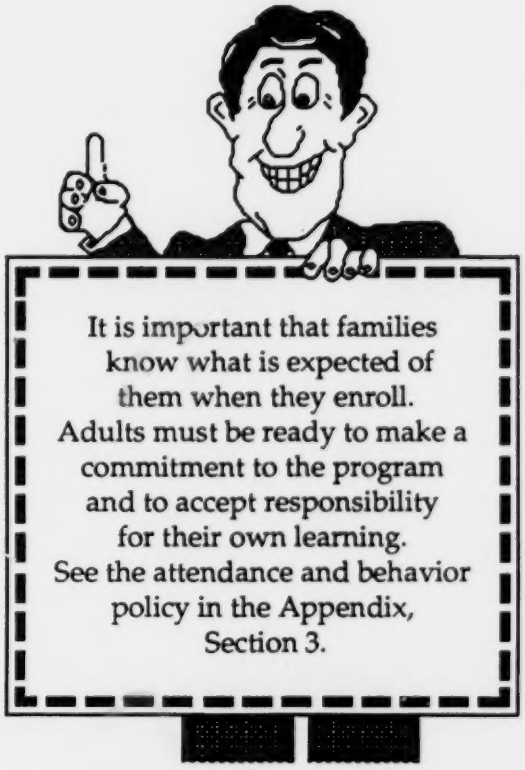
9:00 AM	Announcements for the day
9:15 AM	Group activity. Examples: journal or essay writing, current events discussion, study skills instruction
9:45 AM*	Individualized ABE instruction. Example: GED preparation in math
10:25 AM	Break
10:40 AM	Parenting classes or parent and child interaction time
12:00-12:30 PM	Lunch
12:30 PM	Individualized ABE instruction. Example: GED preparation in literature and the arts
2:20 PM	Break
2:35 PM	Parenting/personal growth and employability classes
3:30 PM	Pick up children and talk to preschool teacher

* This is the time period when parents take turns assisting in the preschool classroom. The schedule may vary. (See a sample learning plan in Appendix 2, p. 114.)

From our experience:

Students' needs are a priority. The annual schedule for the family literacy program is developed with the input of the advisory committee. The schedule tries to balance the calendar with area public schools and the technical college. This year two 16-week semesters beginning in late August and ending in early May make up our yearly calendar. Holidays usually follow the public school calendar so we can take advantage of busing and parents can be home with older siblings when they are on vacation from school.

Picnics are often held in the summer to keep families in touch. YMCA classes, city recreation programs, and summer library activities are encouraged. LVA tutors are available for students who want to continue their studies.


It is important that families know what is expected of them when they enroll. Adults must be ready to make a commitment to the program and to accept responsibility for their own learning. See the attendance and behavior policy in the Appendix, Section 3.

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Tips from an adult education instructor:

Be interested in your students!

Don't be afraid to ask adults about their prior school experiences. This will give you lots of good insight.

Be patient!

Most adults will readily admit to needing help in mathematics. It may take longer for them to ask for help in other areas.

Be upbeat!

Celebrate all the successes you can: someone passing one of the GED tests, a month of good attendance, someone getting a driver's license, etc.

Be consistent!

Adults respect teachers who maintain a sense of structure and a calm routine.

Be flexible!

Your students will experience daily highs and lows. Their progress will often be affected by trauma in their lives. Don't let the setbacks discourage you: there will lots of progress over the long term!

(K. Brunstad, ABE lead instructor)

How to use volunteers effectively:

Spend extra time getting ready for volunteers. It will really pay dividends! The more volunteers know about the program, the classroom set-up, the teacher's methods and philosophy, and their assigned students, the more they will enjoy the time and be able to help the teacher!

(See the job description for a volunteer tutor, p. 80)

What about students who drop out, then want to come back?

A careful intake procedure should help screen out participants who are not ready, but there are always unforeseen reasons why a student will find it necessary to drop out of the family literacy program. Examples might be a change in the home situation, transportation difficulties, language barrier, new family obligations, or significant relationships threatened by the student's success. The important thing when the student comes back is to determine what extra assistance is needed. Perhaps goals need to be clarified or redefined. Be positive. Be supportive. Appreciate the fact that it takes courage to come back . . .

Education for children

The goal of early childhood education is to ensure that children be provided with an enriched environment that promotes their academic potential. This requires:

A trained staff

Children at risk have an even greater need for staff with skills gained through education and experience.

An adequate, licensed facility

Unless you meet the physical requirements for state licensing for childcare, there can be no school. The health and safety of the children must be given top priority.

Appropriate equipment

A stimulating environment needs a variety of developmentally appropriate materials in order to offer a variety of activities. The supplies need not be new and they need not be expensive — but they should be available.

Tips for dealing with an at-risk population:

If you expect to be effective, you need to deal with the whole family and all of its potential domestic problems. This group is more challenging in that members of it often lack "normal" childhood experiences, such as pedaling a tricycle.

Be nurturing and patient. Begin at the level where children **are**, not where you feel they **should be**.

Every child has special needs, but every child has **unique talents**. Find that uniqueness — build on the child's strengths. Look for opportunities to bring that particular skill up to age level first, and the other areas will follow.

Always build on the positive.

(B. Shanley, preschool teacher)

Tips for effective use of volunteers:

Always treat your volunteers as if they were other professionals, whether they are adults from the community, college students needing experience, or parents of your students.

Make your volunteers feel welcome, important, and appreciated. Greet them. Introduce them to the class. Help them to feel comfortable in the classroom setting.

Encourage volunteers to interact in many different ways with the children. Whether they read to the children, do art or physical activities with them, or simply talk to them, the adults are showing that they care about what the children learn.

Volunteers feel satisfied if they have helped the program. Thank them!

(L. Erickson, preschool teacher)

What is the role of the preschool staff?

According to a position statement issued by the National Association for the Education of Young Children, a major determinant of the quality of an early childhood program is the degree to which the program is developmentally appropriate. For children to fully understand and remember what they have learned, whether it is related to reading, mathematics, or other subject matter areas, the information must be meaningful to the child in context of the child's experience and development. (NAEYC, 1986)

Young children learn by doing. They learn about the world around them through active exploration and interaction with objects and people. If information is relevant to their world, they will be motivated to learn and understand. Consequently, it is essential that the preschool curriculum include the following priorities:

* Experiences that meet the children's physical, social, emotional, and intellectual needs

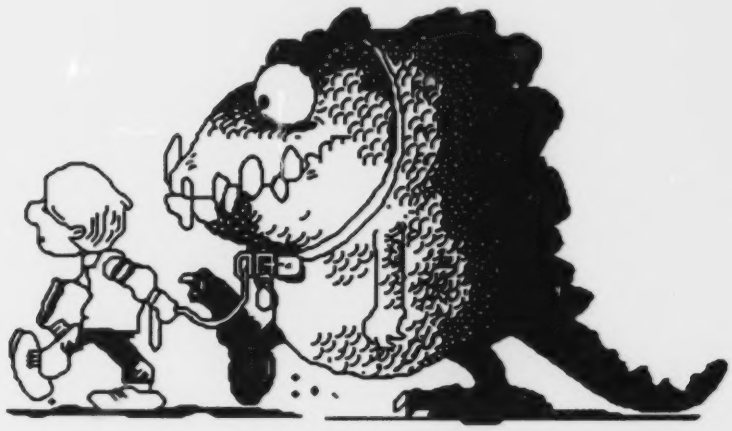
* Experiences that stimulate learning in all developmental areas

* Natural development of language skills through meaningful experience

* Perception of each child as unique with an individual growth and development rate

* Activities and interactions designed to develop self-esteem and positive feelings toward learning

* Opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems. (NAEYC, 1986)



What is a typical day like in a preschool classroom?

The following is the approximate schedule of a half-day session:

8:45 AM	Arrival of buses
8:45-9:00 AM	Opening: informal conversation
9:00-9:40 AM	Breakfast/bathroom duties
9:40-10:05 AM	Story time: large group or individual book time
10:05-10:25 AM	Small group activity: such as art project or cognitive activity (color matching, counting, etc.)
10:25-11:10 AM	Work time: (High/ Scope* curriculum applied) — **plan** day's activity — **do** as planned Snack time/bathroom breaks as needed
11:10-11:20 AM	Clean-up
11:20-11:30 AM	Closing: **review** morning's activities
11:30 AM	Departure of buses

*Hohmann, Banet, & Weikart 1979

Other elements integrated into this pattern are outdoor playtime, large muscle activities, and scheduled weekly parent/child activities. Parents assisting in the classroom can be as involved as they feel comfortable being. The emphasis is upon making this interaction positive for both parents and children.

From our experience:

Like all other elements in a family literacy endeavor, the preschool program must be flexible, adapting to needs and facilities. Our program runs two different preschools. One is connected with the public schools and under the guidance of the Head Start program. The parents attend class in the same school building. The other class is located at the YMCA, with the parents attending class in a neighboring building. The curriculum used in the two programs is similar but varies according to the ages of the children. Children attending school at the YMCA have access to a gymnasium and swimming pool. The YMCA program runs for the full day, while Head Start is set up in two separate half-day sessions. Head Start children whose parents are in family literacy must be bused to the YMCA for the afternoon session. It is complicated — but it works.

Parent education

The term "parent education" is a rather ambiguous phrase, a catchall term for a variety of services. In reality, this component points right to the focus of family literacy programs — the **family** — but it is less easily defined than the other components. According to Ponzetti and Bodine (1993), the content of parent education includes at least three distinct elements:

1. parenting sessions
2. parent support services
3. parental involvement

You might say that the goal of parent education is to provide the link between the adult's academic improvements and the child's educational endeavors. To return to our game analogy, think of parenting classes as the "huddle" where plans are discussed and decisions are made throughout the game. But the "plays" do not end on the board. This is not a spectator sport where the parent can simply leave the "game" and go home . . . not if that parent hopes to succeed.

The pathway to self-improvement has links to home as well. It is important for parents to understand how their own actions affect the learning of their children. Parents shape the lives of their children in all major areas: health, safety, education, self-image, attitudes, values, and so on. When parents can share parenting concerns, guided by a trained and experienced facilitator, the new strategies they learn may benefit the whole family.

The formal education component generally includes information from all areas of contemporary family life: human development, family studies, adult education, early childhood education, psychology, social work, and others. These segments may be offered through many different public and private agencies and groups, or by a single facilitator. Although parent education is integrated into some adult basic education programs throughout the country, most programs of this nature are offered by early childhood programs or through community agencies such as churches and schools (Landerholm, 1984). When these parent education components are coordinated directly with the efforts being made in child education and family welfare — treating the family as a unit — their relevance and applicability to family life is increased.

> Our program places high emphasis on the personal growth and development factor of parenting education. The course of study is strongly influenced by the results of surveys assessing the interests and needs of current participants. (See the sample surveys in the Forms section.) When employability is found to be a vital concern, for example, the curriculum is expanded in that area.

Some methods that can be used in parenting education:
Large group discussions, small group activities
Role playing
Texts, handouts, videos, speakers, instructor presentations
Resources to check out for home use
Potluck suppers and picnics

A sample course outline for parenting education might include the following goals:

1) **Child development**
   a. Factors that influence growth and development
   b. Areas of development and appropriate expectations
   c. Role of play in development
2) **Guiding children's behavior**
   a. Communicating positively
   b. Encouraging and building self-esteem
   c. Effective discipline
   d. Problem solving
3) **Learning and readiness**
   a. Encouraging readiness skills in reading, writing, etc.
   b. Understanding learning problems
   c. Being aware of the effect of television on families
   d. Developing a partnership with schools and teachers
4) **Healthy families**
   a. Traits of a healthy family
   b. Coping with stress and building positive relationships
   c. Dealing with abuse
   d. Using community resources
   e. Providing good health, nutrition and safety
5) **Parent/child interaction** (See pp. 33-34.)

(Machmeier, 1993)

What about parent support?

Parent support is the portion of parent education that attempts to deal with the practical realities of life within this particular population. Outside sources provide many of the available support services, such as transportation, childcare, counseling, referral for alcohol and drug addiction treatment, or assistance with legal, medical, or housing issues. However, there is also an element of peer support, in which the program participants are able to share problems and solutions with each other, under the guidance of the facilitator. These parenting concerns are often integrated into the class curriculum as well, when there is a common interest in specific topics.

What is the role of the facilitator in parent education?

A key factor in the success of these family-centered approaches is the skill of the facilitator. Successful integration of parenting education and parent/child interaction components is furthered by the selection of a facilitator who:

* has a strong background in early childhood development
* understands and has experience working with at-risk families
* is culturally sensitive
* is able to work in a cooperative setting and collaborate with other service providers
* recognizes parents as knowledgeable about their own children
* develops a trusting relationship with parents and children
* understands that chronic crises in the home may greatly affect the parent's participation level
* involves parents in determining parenting goals and program content to the greatest extent possible (See Parenting Interest Survey in Forms section, p. 119.)
* skillfully models problem solving on a day-to-day basis and helps parents develop this skill
* has a sense of humor and can make learning fun

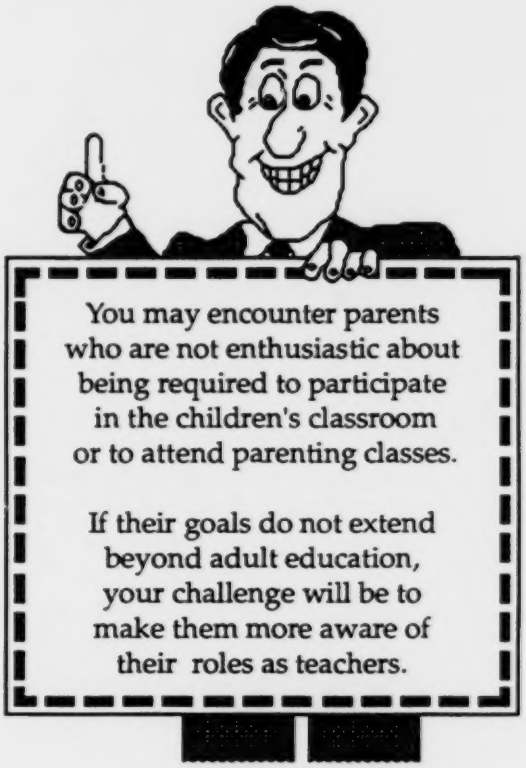
(K. Machmeier, parenting instructor)

What about parent involvement?

Parent involvement focuses on engaging the parent in the child's formal educational process both in the home and at school.

Ways to get parents involved:
- conferences with teachers
- parent/child fieldtrips
- home visits by the preschool teacher
- volunteering in the children's room
- parent/child "hands-on" activities
- reading and writing activities for the parent and child
- special holiday events in the classroom
- story hours at libraries or schools
- activities planned and led by parents
- take-home activities from school

(see page 34)


You may encounter parents who are not enthusiastic about being required to participate in the children's classroom or to attend parenting classes.
If their goals do not extend beyond adult education, your challenge will be to make them more aware of their roles as teachers.

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Parent/child interaction

Parent/child interaction gives parents the opportunity to observe their child in a classroom setting, to observe how the teacher interacts with that child, and to model such interaction themselves. The goal is to provide parents with the tools to improve family relationships, using staff members as role models for parents.

As parents see how children learn, they become aware of their own significant role as teachers. The next step beyond a positive relationship with preschool staff will ideally be more participation in the children's learning, as well as a better feeling toward education in general.

Interaction can be achieved through regularly scheduled group activities and through individually arranged participation times. Scheduled activities may focus on specific themes (such as a teddy bear picnic) or seasonal celebrations. Other times parents and their children might learn a new game in the gym or attend a Reading Is Fundamental (RIF) program at the public library. Sometimes the time is unstructured, so that the child can choose an activity to do with the parent or they can just read or talk together.

As one mother in our program wrote: "My daughter benefited so much from the literacy program last year that she is now in Head Start. After seeing first hand what she does the rewards are not measured in dollars and cents, but by the gleam in her eyes, and the big smile on her face. Her first words every morning are, do we have school today?" (V. De Ford, family literacy participant)

How can volunteers be used in this area?

Volunteers can provide additional role models for parents. They also fill in for a parent who is testing during interaction time. Sometimes a single parent with more than one child in the program needs the help of a volunteer to provide one-to-one contact with the children.
(L. Bolgren, preschool teacher)

The Reading Is Fundamental events in our program are organized by our Board of Directors. Sometimes stories are read and acted out, then each child receives a book to take home.

During scheduled interaction time, the teacher gets things started and models appropriate behaviors, then observes the interactions between parents and children.

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How is the game played?

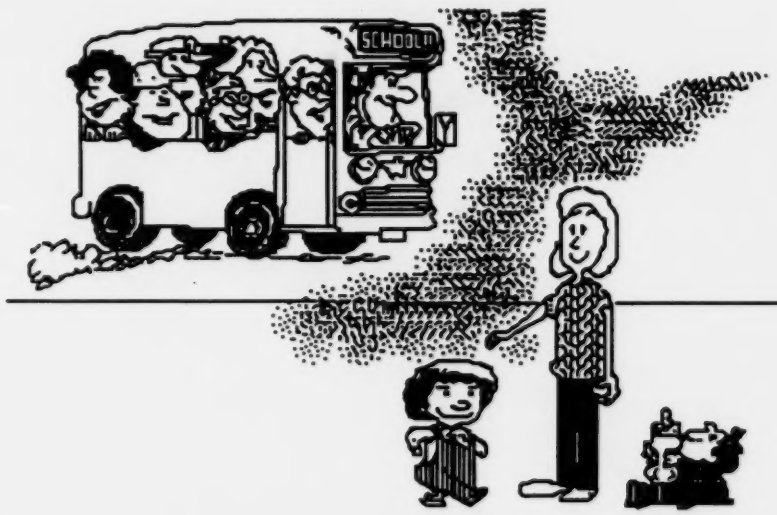
We have now established the four basic components in our comprehensive program. Interwoven with these are the services provided by other partners. These elements combined represent the **game board** upon which family literacy participants can advance toward their **goal**, which is the **improvement of basic literacy skills**.

Every game has rules.

The rules in our game are intended to help the participants stay involved. Notice how these rules correspond with the four essential components.

1. Parents must set and work toward academic goals.
2. Parents and children must come to school together regularly.
3. Parents must participate in parent/child interaction activities.
4. Parents must participate in a group parenting and personal growth class.

The path to family literacy is full of **obstacles** that impede progress. These obstacles correspond with the real-life problems an adult student encounters on the pathways to education. The role of the partners is to help parents solve or minimize these problems so that they can turn their energies toward the pursuit of learning.



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What are the obstacles to learning?

Let's suppose we have assembled a group of parents interested in improving their skills. All are qualified to participate in a family literacy program. Let's suppose, also, that we have asked them about the problems they face in returning to school or pursuing a related goal.

We will use these hypothetical problems to illustrate the problem-and-solution aspect of family literacy opportunities. Such problems become real obstacles, and facilitators of family literacy will discover that finding solutions is part of the daily routine. Some of these problems and solutions are illustrated below.

Obstacle: Reading and spelling are so hard for me that I have trouble in all subjects. I'm not sure I'm ready for school.

Solution:
Literacy providers specifically train tutors to help you develop these skills.

One-on-one tutoring is often a first step back to education. Tutors are available to assist students prior to enrollment in family literacy and after they are enrolled. Tutors usually make a commitment to work with individual parents for a period of at least six months. Tutoring is highly individualized.

Sometimes tutors and students work right in the public library or another public building. Sometimes they work in the family literacy site under the direction of the adult instructor.

Obstacle: I'd really like to be able to drive so my children and I aren't so isolated.

Solution:
As an adult, you are in charge of your own learning. Getting a driver's license is a good first goal for a beginning family literacy participant. The instructor and tutors can help you prepare for the written test.

Obstacle: I dropped out of high school. I can't get a decent job without a diploma.

Solution:
An instructor in family literacy will determine your current educational needs, help you set goals, and guide you in achieving them. Many students are working to pass their General Educational Development tests (GEDs). Others are upgrading skills needed for particular trades.

Instructors might be affiliated with vocational/technical college systems. Sometimes they are part of a community education program. Either way, they work closely with parents to develop educational plans suited to each parent's needs. They provide positive support — as well as a variety of learning opportunities, including cooperative learning and instruction in computer skills.

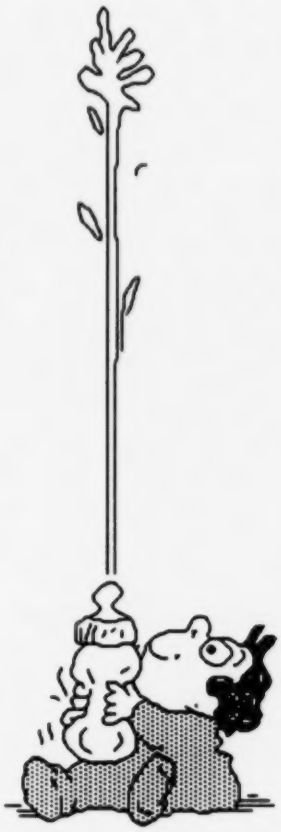
Obstacle: Sometimes I'm so upset by problems at home that I can't concentrate on school or assigned work.

Solution:
A family literacy program can link you with the services of a social worker to help you recognize and use your own support system. The social worker is available for crisis intervention as well, taking personal problems out of the classroom. Some programs are able to employ their own social worker part-time.

Obstacle: I still have a baby at home. I can't afford childcare. How can I possibly go back to school?

Solution:
Parents who qualify may obtain free childcare for siblings during class times.

Licensed daycare is available through a number of sources. As long as parents meet mandatory requirements, the JOBS program through social services agencies will pay for sibling childcare for children two years old and older. In other cases, the funds could come from an Even Start grant. Some programs have volunteers on-site providing childcare. In others, the parents start a childcare co-op among themselves.



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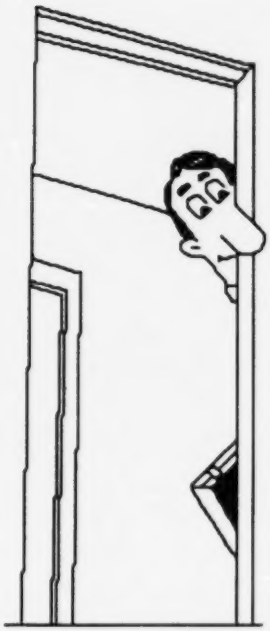
Obstacle: I'm not sure what kind of work I can do, even if I meet my educational goal.

Solution:
Adult Basic Education instructors will assist you with career planning. They will help you assess your skills and interests as you seek to establish your own goals.

During jobs-exploration classes, speakers and career counselors will come in to assist in planning for the future. Communities have a wealth of individuals willing to share their expertise.

Obstacle: I am embarrassed by my lack of ability. School was always painful for me, so it is very hard to come back, and it is hard to pass on a positive attitude to my child.



Solution:
The parents in the adult class give support to each other, discuss problems, and share solutions. The scheduled parent/child activity times in your child's classroom will help you feel more at ease in a learning situation. As you feel better about school, this attitude will be passed on to your child.

Parents who have been in this program praise the camaraderie within the group.

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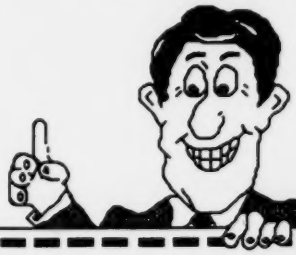
Obstacle: I have no car. How do we get to school?

Solution:
Busing of parents and children might be arranged through the public schools. Transportation funding is also available for qualified participants through **JOBS,** Head Start, and Even Start. Sometimes parents carpool together. Many ride city buses.

Creative problem solving is required to help parents who have several young children coordinate their schedules with the children's schedules. In an ideal family literacy setting, the adult classroom is located in the same building that provides a Head Start, kindergarten or preschool program as well as sibling childcare. When this is not possible, each family's needs will have to be met individually.



Remember: Where there is a will, there is a way. Removing obstacles takes time and patience. The more you learn about your community, the better you will be able to access the system.

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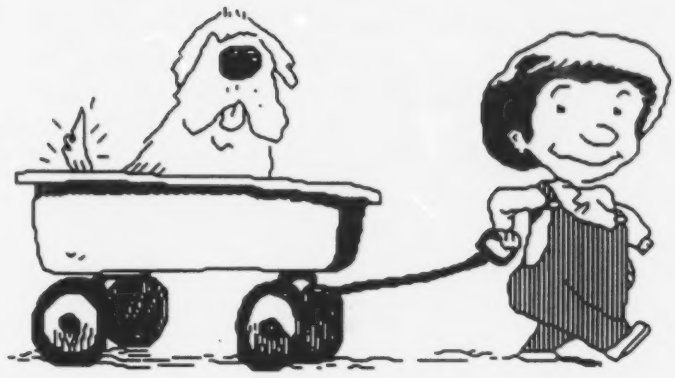
Obstacle: I don't know how to help my child get ready for kindergarten.



Solution:
Through the family literacy program, your child will attend preschool classes to learn age-appropriate skills. A parenting instructor will also show you ways to help your child prepare for school.

Trained and certified preschool teachers provide developmental experiences. The emphasis is on developing the child's ability:

to grasp reading readiness skills
to make choices and decisions
to work with other children and adults cooperatively
to use self-discipline in completing tasks
to communicate thoughts, ideas and feelings
to express himself/herself creatively

When parents are involved in their children's classroom activities, they gain skill and confidence in their role as the child's primary teacher.

Obstacle: My parents were not very good role models when I was growing up. I want to be a better parent to my own children, but I don't know how.

Solution:
Parenting classes are required in the family literacy program. The instructor meets with the parents regularly and schedules supervised parent/child interaction time.

Parenting education is based on shared experience. Its basic goals are to:

1. teach parents how to be teachers to their own children
2. assist parents in understanding child development:
   physical, cognitive, social, and emotional
3. model positive alternatives for guiding child behavior
4. facilitate school readiness and school success
5. improve parental attitude toward education
6. teach good health, nutrition, and safety habits
7. deal with family issues (stress, abuse, single parenthood, relationships, etc.)
8. provide information about community resources

Why would anyone want to participate?

Most of what children learn is learned in the family setting. When we strengthen the family, we boost the potential for productive learning. A more positive attitude toward education will help children stay in school and ultimately increase their employability.

A family literacy program collaborates with its partners in the community to meet the multiple needs of its target group. Strong emphasis is placed on participants taking responsibility for their own learning. Rather than simply handing out "cures," the participating agencies empower the learners to make the moves themselves.

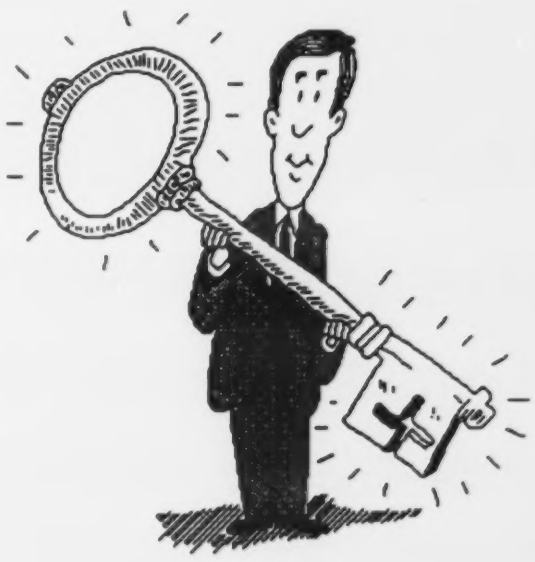
With the Family Literacy Game
we have presented potential problems, then suggested agencies with possible solutions.

It is up to the parent to make the most of the opportunity.

If we make learning a positive experience for the parent, the child will also benefit.

A better education leads to a better job . . . and a happier, more confident parent.

There is no way to lose in this game.
With each positive step, there is growth.



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Evaluation:

How is the game won?

Success is recognized in different ways.
The game is won when families have achieved some or all of their goals.

For one participant, winning may mean earning a high school diploma.

For another, it may mean being able to read the letters children bring home from school.

For a third family, winning may simply mean improved self-esteem.

The length of time a family participates varies from program to program and family to family. Families may enroll for one semester, or stay for four semesters, depending on their particular situation and needs.

There are no losers when genuine effort has been made.

How will you measure success? The evaluation process should involve the student as well as the teacher.

See the Bibliography and Resource lists to locate more information on portfolio assessments and other evaluation tools.

Evaluation is an ongoing process that should be built into every aspect of a family literacy program. Your partners and funders may have different evaluation requirements, which you will need to accommodate.

Strategic planning for your program is an effective way to guide an evaluation process because it establishes clearly identifiable goals.

The challenge is to establish realistic objectives that can be measured — for all components of the program, as well as for participants. (See Appendix 2, p. 116.) Ongoing evaluation is time-consuming but very important for a successful family literacy program.

Education for the parent

Transportation

Education for the child

Parent and child

Parenting classes

Sibling childcare

Volunteers

Parent/child interaction time

$$

Counseling

Site

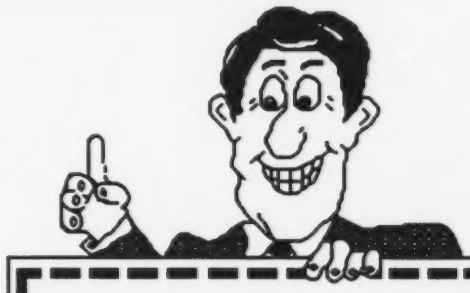
Once I have my pieces, what comes next?

For the parts to work as a whole, they must be coordinated.

This necessitates defining your structure.

Whether your program is simple or complex, all partners need to know what is expected of them — what their contribution will be — and what kind of support they will get from the rest of the team.

The following pages deal with structure and financing.



Now is the time to focus in on your own program.
List the components that you already have.
Create a game plan for acquiring the missing pieces and making them fit.

Consider what rules your program will have.

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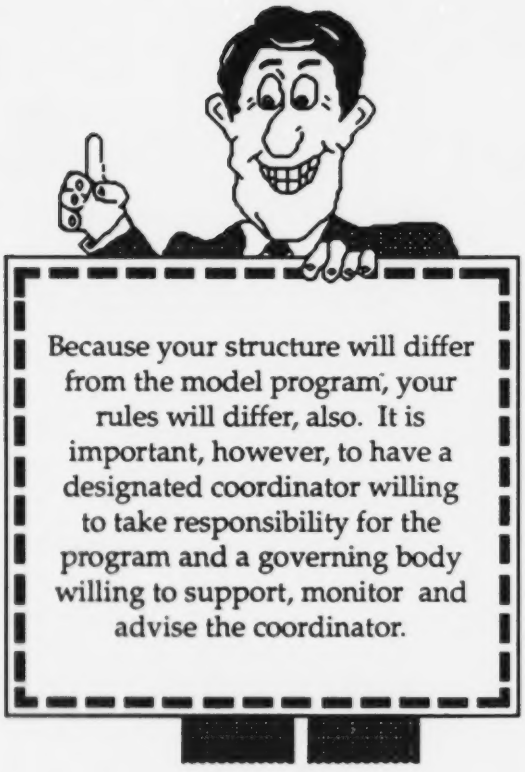


Because your structure will differ from the model program, your rules will differ, also. It is important, however, to have a designated coordinator willing to take responsibility for the program and a governing body willing to support, monitor and advise the coordinator.

Organizing a program:

Who makes the rules?

The governing body usually evolves when someone is willing to take responsibility and lead the way. Any partner could fill this role. Sometimes a large funding source influences who will take charge.

Every program is different. However, facilitators can sometimes envision their own structure more clearly after examining other systems of administration.

In our case, major policy decisions are made by a
Board of Directors.

The Family Literacy Program operates under the Board of Directors of Literacy Volunteers of America-Chippewa Valley, which is its governing body. Literacy Volunteers of America, Inc., is a national literacy organization.

Coordination of our program occurs through the
Family Literacy Advisory Committee.

Advisory Committee members represent the partners who cooperate to provide needed services. The day-to-day operational decisions are made by the agencies responsible for a particular aspect, while overlapping services are determined through group decision. For example, the school district schedules the bus routes. But the coordination with adult and child class schedules is done through consensus of the **Advisory Committee**.

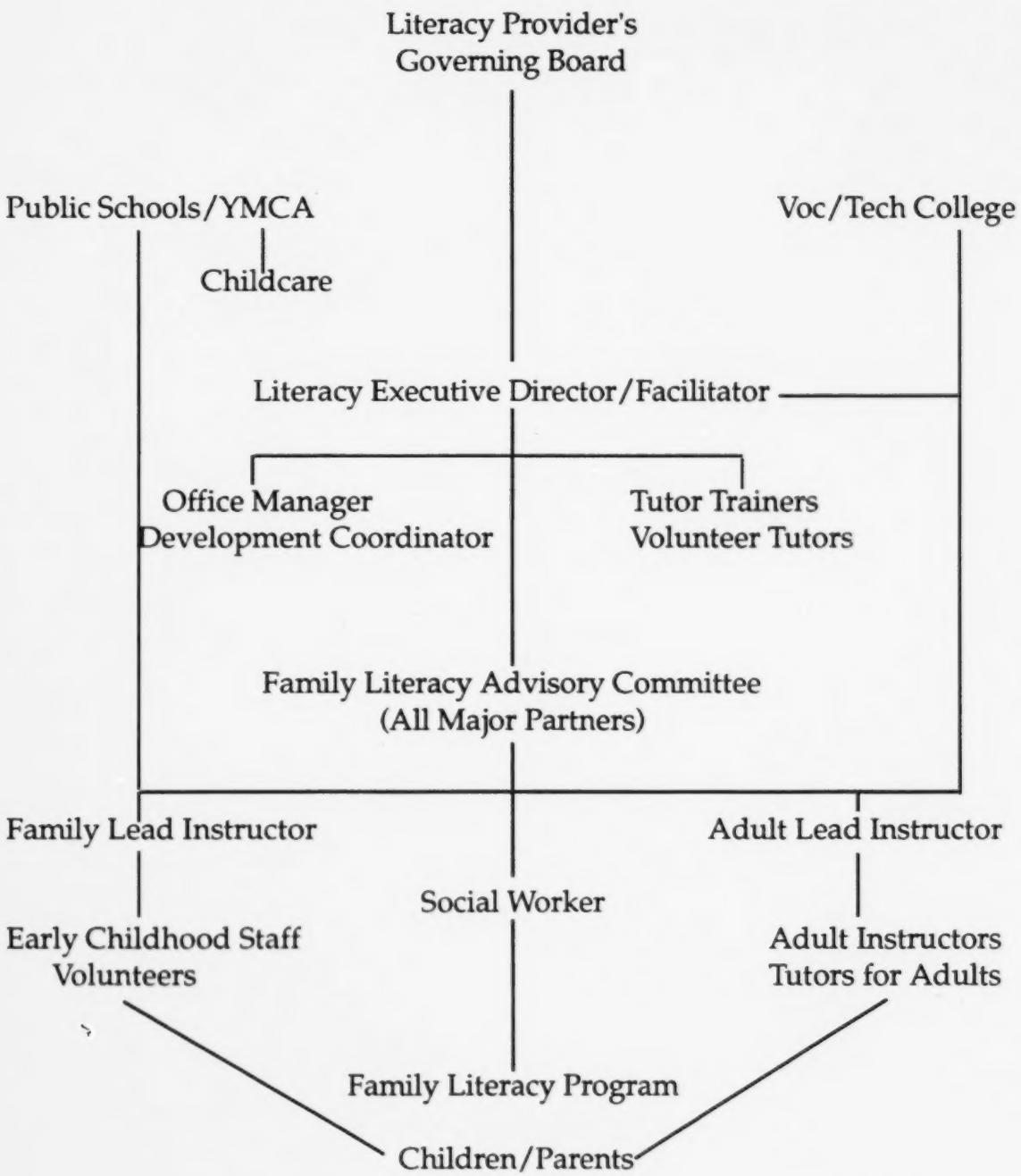
The organizational chart on page 48 illustrates interaction of the various components.

Membership of an advisory committee might consist of:

Literacy provider	Executive director
	Representative from the Board of Directors
Technical college	Adult education coordinator
	Family literacy lead instructor
Public schools	Director of special programs
JOBS program	JOBS representative through social services
Childcare provider	YMCA childcare director
Student representatives	

Sample Organizational Chart for a Family Literacy Program

(See job descriptions, p. 68, for specific roles)



What about organizational structure?

Many family literacy programs are governed by an advisory committee or board. The members are representatives from all the major partners.

This joint decision-making balances out the distribution of funds. It also brings a wealth of insights and varying perspectives to the program. You may not think this is important now but may as the program evolves. We have found this to be a crucial factor in the long-term success of a program.

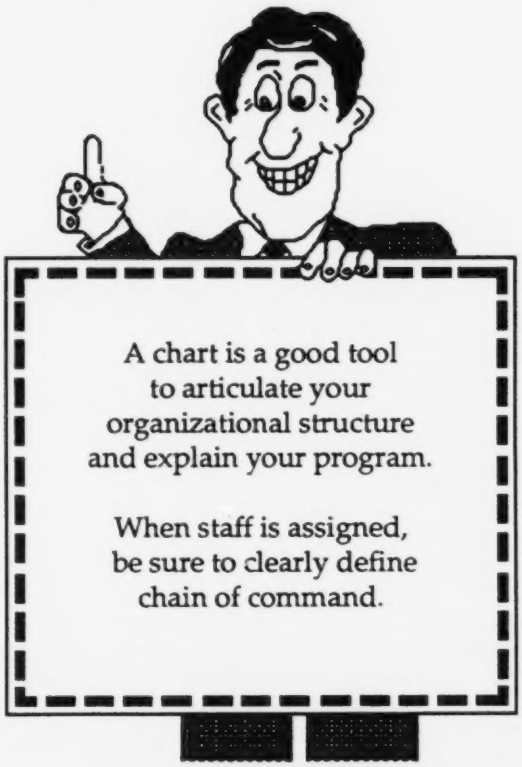
Let's use the example of a skilled Chapter 1 teacher who works hard to establish a program with a strong earlychildhood component and an effective parent/child interaction segment. She articulates the needs of the family through the eyes of the children.

When the plan is taken to the advisory committee, they are pleased that the job is half done. An active advisory committee also recognizes the needs of the adults and children through the eyes of the adult. The adult education, childcare arrangements, parenting, transportation and job-related needs are articulated by the committee's adult educators, literacy providers, social workers, and parents.

The advisory committee is responsible for keeping everyone focused on the goal of improving the lives of families through education.

Consequently,
a well-balanced advisory committee
ensures a more balanced
family literacy program.

Cooperative ventures succeed when partners have had time to work together, develop a shared vision, and feel a sense of ownership. This must happen at all levels.



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Developing staff:

Who coordinates the components?

One of the most important aspects of a successful family literacy program has to be the caring, conscientious people who make it work. These individuals share personal involvement in the same goal, though the work sites and responsibilities vary. They function as a team.

However, when you are dealing with a multifaceted, complex program, someone has to take hold of the reins. The individual pieces must be coordinated to function as a whole. **Someone must take the responsibility for that overall coordination**. You may title this position coordinator, executive director, supervisor, or simply facilitator -- but the job is the same: **to oversee all components and keep communication lines open.**

This person is the connecting link:	between all other staff members
	with the adult education provider
	with the literacy provider
	with the public school systems
	with social services
	with the childcare coordinator
Other staff may include	with the library and other partners
for the parents:	the coordinator for this component
	the basic education instructor
	the parenting instructor
	volunteer tutors
	a family literacy social worker
for the children:	the coordinator for this component
	early education teachers
	a childcare provider for siblings
	volunteers
	a family literacy social worker
for parent and child together:	someone to facilitate interaction times
	the preschool teacher
	volunteers

Staff positions can be combined in a number of different ways. The services of a secretary, a bookkeeper, and a development coordinator will also help a program run smoothly. The **size of your program** and **available funding** will help you determine staff. Although a core staff of paid professionals provides continuity, do not overlook the value of **volunteers** to a family literacy team. They can offer support for participants and staff in many capacities. Volunteers, just like paid staff, must be **well trained and supported**.

Day-to-day planning and implementing takes place at all levels.
Communication within and among these many levels is essential to teamwork.
Schedule time to plan and communicate!

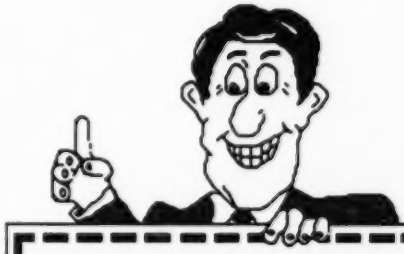
In our program the **Literacy Executive Director** is the overall administrator. Like a team manager, this person keeps an eye on the whole game, from the stands, while recruiting community support. The Executive Director is a connecting link to all partners. (See Appendix 1, p. 74, for a more detailed job description.)

The **Family Literacy Lead Instructor** is the daily coordinator. In our program this person is responsible for:

1. recruiting parents
2. determining families' needs
3. conducting parent orientation
4. teaching group parenting classes
5. supervising preschool and childcare programs (See Appendix 1, p. 71.)

The **Adult Education Lead Instructor** is the adult education coordinator. In our program this person is responsible for:

1. providing adult education instruction
2. facilitating the achievement of parents' academic goals
3. coordinating volunteer hours
4. facilitating career planning (See Appendix 1, p. 69.)



Who will be the key people on your support team?

Study the job descriptions in the Appendix.

Develop job descriptions for both paid and volunteer staff.

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What about volunteers?

Volunteers are an integral part of our family literacy program. They are tutors in adult education, assistants in preschool and childcare, and role models for parent/child interaction activities. Even our LVA Board of Directors gets involved through strategic planning, fund raising, public relations, and running the RIF program.

The volunteers with the greatest impact on adult learning are the tutors, the people who provide one-to-one instruction for the parents in the program.

> "Attendance is more regular when students know their tutor will be there to help."
> (K. Brunstad, ABE instructor)

Where can I get tutors?

Your source of tutors will depend on which major organization is behind your comprehensive literacy effort. In our case, the coordinating agency is Literacy Volunteers of America.

If your program originates in the school system, contact the volunteer literacy provider in your community. Any literacy provider would most likely welcome the opportunity to provide trained tutors to support your effort. You will have to work together to mesh your programs, so that it is a successful experience for everyone.

If your community does not have an organization that promotes literacy, contact one (or all) of the resources listed on page 145. They can provide you with the materials and information to begin your own tutor training program.

What about training for tutors?

The methods used should be based on sound educational research as well as practice in the field. In our program an experienced trainer conducts 14-16 hours of workshops to prepare volunteers to work with adult students.

The topics covered include:

- characteristics of an adult learner
- different approaches used with adults
- preparation of lesson plans
- familiarity with materials adults use when upgrading their skills

The tutor trainer also provides the much-needed tutor support that ensures a successful experience when working with a student.

Our policy of 50/50 management (50 percent of time spent on training, 50 percent spent on supporting tutor and student) has increased our success in retention of volunteer tutors.
(See next page for more detail.)

Tips for tutors

Relationships between tutors and students take time and patience to develop. It is important to build trust and rapport.

Student absenteeism can be frustrating. The instructor and literacy provider will work with you to find a solution if this is a continuing problem.

Progress may seem slow. Be patient, and take things one step at a time. Both you and the student need to set realistic goals.

Students may share personal problems with you. This is normal. However, you are not expected to solve them. Don't hesitate to discuss your concerns with the instructor or literacy provider staff. They are there to support you.

You are a role model for your student. In addition to academic assistance, you may find yourself teaching the skills needed to organize, study, and manage time effectively.

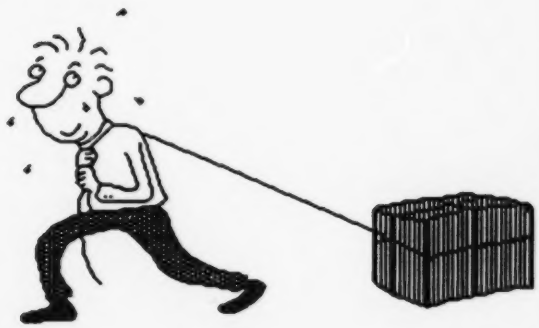
For a sample learning plan to be shared with a tutor, see Appendix 2, page 114.

A tutor may spend longer periods of time with a student than the instructor will. Ideally, a tutor should come in twice a week for 1 to 1 1/2 hours.

It is important that tutors feel like a valuable part of the team. They are the **"bonus cards"** in this game.

(See the volunteer tutor job description for more detail — Appendix 1, p. 80.)

The **50/50 Program Management System** (DuPrey, 1992) is a training program for leaders in literacy efforts. It is based on the concept that all well-managed volunteer literacy programs, regardless of size, location, or educational approach, have something in common. They all seek to bring volunteers and learners into the program and then keep them involved. Balancing **50 percent intake** and **50 percent support** in funding and activities can assure the quality and length of tutor training and tutor retention. (*Education News*, 1994)



What about English as a Second Language?

The challenge of teaching basic skills when English is not the primary language spoken in the home is one that draws upon the creativity and resourcefulness of a family literacy staff. The family should be viewed as an especially valuable resource in this situation, for it is intrinsic to the support system of both the adult and the child. **Building upon family strengths may be the most productive approach.** As Ranard (1989) points out, "an approach that views the family — both adults and children — as a combined resource for learning is particularly well suited to the cultural backgrounds and social circumstances of refugee families [who see] the family rather than the individual as the basic unit of society" (p. 1).

There are other factors crucial to a successful ESL family literacy program:

Collaboration of ethnic community leaders and adult members
These individuals should be involved in each step of program planning and implementation. This ensures support for the endeavor from those in a position to affect the program. It also increases awareness and broadens understanding on the part of the literacy provider.

Cooperation with other agencies who work with this language group
Sharing ideas and resources with ESL programs in the community (e.g., universities, technical colleges or public school systems) may enable you to broaden your knowledge and meet other needs, such as for interpreters and other bilingual support.

Appreciation of traditional cultures
"Children who understand their own background and culture are more likely to have the self-esteem needed to acquire a second language and culture. Adults whose knowledge and wisdom are valued are in a better position to support their children in school and elsewhere; they are also in a better position to be helped by their children without having their dignity or their role as parent threatened." (Weinstein-Shr, 1989)

Relevance of education to the life experiences of the participants
Incorporating natural language and culture into the educational environment will create a link with the new language. The most accessible knowledge is that which relates directly to our own experiences.

Helpful hints for ESL facilitators:

To achieve successful collaboration and planning

* have a strong leader on staff who is from the culture or speaks the language.
* involve the parents in the planning process. They know best what they want and need.
* maintain open and honest dialogue with ethnic community leaders.

To provide an organized, effective program

* maintain contact with other community agencies.
* provide inservice for your ESL staff periodically. The problems encountered and approaches used within ESL programs differ from those typically foundin classes for English-speaking adults.
* make use of materials specifically designed for ESL programs. (See the resource list in Appendix 4, p. 154.)

To incorporate cultural appreciation

* use volunteers from the native language community.
* learn as much as you can about other cultures.
* use literature from that culture or language base.

To maintain relevance in educational services offered

* use materials that relate to daily needs: children's books, utility bills, newspapers, etc.
* use a natural, whole language approach, treating phonics and grammar as tools, not as ends in themselves.
* build on the interests and knowledge of the adult, rather than the instructor.
* make sure parenting materials are culturally sensitive and appropriate for the target group (not all from the white majority middle class perspective).
* incorporate "hands-on" verbal experiences that can later be translated into written language (example: cooking together, then writing down recipes).

Every intergenerational literacy program will have its own unique needs -- whether these be in the area of teaching English as a second language or elsewhere. The most important thing is to identify your program needs, then adapt or create materials that address those particular concerns.

We have now examined many aspects of comprehensive family literacy programs. You should have some idea of what you want for your own.

The next question is: how do you pay for it?

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Funding:

Who pays for all this?

A comprehensive family literacy program is an expensive proposition. While federally sponsored grants may be the primary source of funding, the unique cooperation of many different agencies makes operation possible. The program may begin with a little money from many sources. If federal grant money is secured, expansion will be easier. Growth will also come as partners see that integrating their services can be advantageous to all. Everyone benefits, in the long run, when you raise the socio-economic level of the undereducated.

When people ask us where we got the funds in the very beginning, we tell them that we begged or borrowed from every partner we had. It required a lot of creativity and persuasive talking to pull all the pieces together. Having an advisory committee was an advantage, for the members were able to pool the resources of their various agencies. Facilitators working with an existing program may find expanding to a comprehensive model will happen slowly over several years.

Paying for a program without a large grant

From a six-session story hour, we first moved to a small comprehensive program without any large grants. We had a starting budget of less than **$50,000**.

The essential needs were met in this way:

1. Adult education teachers:	20 hours per week provided by vocational/technical college
2. Coordinator/parenting teacher:	20 hours per week provided by public schools: half-time position covered through Chapter 1 funds
3. Preschool teachers:	provided by Head Start
4. Childcare on site and books:	provided by Junior League volunteers

5. Literacy tutors: provided by volunteers from Literacy Volunteers of America
6. Funding for sibling childcare: through Department of Social Services
7. Supplies and tutor preparation: $3000 Venture grant from United Way
8. Swimming lessons for preschoolers: provided by YMCA
9) Story hours: provided by the public library

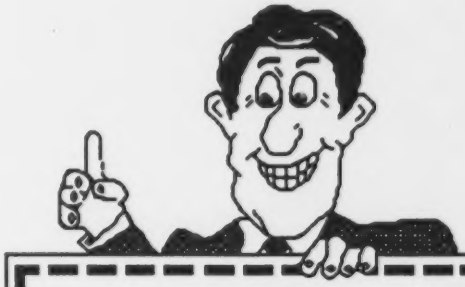
What about grants?

It takes a lot of time and expertise to be a successful grant writer. Having an experienced grant writer involved in an advisory capacity can be a valuable asset to your program.

If that isn't possible, start by writing for small local grants to gain some experience.

If you aren't successful, find out what the reviewers had to say. Ask questions of everyone.

If you do obtain a large grant and are concerned about all the paperwork, consider asking one of your partners to act as the fiscal agent. For example, if you apply for an Even Start grant, the public school system or the technical/vocational college might serve as the fiscal agent.



How will you handle your program budget?

You will find guidelines for grantwriting on p. 89 and a list of addresses for possible funding on p. 155.

Where to apply for grants:

1. **Local level**
   Call on organizations, such as the United Way, reading councils, publishers, newspapers, and libraries.
   Call on people you know, individuals with similar goals, and retired teachers.
   Seek out potential partners in business and industry.
2. **State level**
   Contact your state department of public instruction.
   Get information from social services, public schools, adult education programs in technical colleges, and public schools.
3. **Federal level**
   Go directly to the organizations that distribute federal funds: Chapter 1, Even Start, the Barbara Bush Foundation, etc. See the list and addresses on p. 155.

What if we apply for grants and are turned down?

* Don't give up. Experience is often the best teacher.
* Ask reviewers what elements were missing.
* Go back to where you experienced success and start over.
* Gather statistics to support program growth.
* Seek the advice of your governing board.
* Increase your contacts with businesses, social services, the media, etc.
* Set smaller goals for next year. Take one step at a time.

Example: If you have had a one-to-one adult tutoring program and successful story hour with parents and children six times a year, try adding a six-session parenting and employability class for these families. If childcare for siblings is possible, add that as well, or else work toward that goal in the following year.

From our experience:

From a practical standpoint, we cut down on paperwork by combining forms from the different funders. There are other forms, such as information release forms, which if shared between agencies, lead to smoother collaboration and less duplication of services. Appendix 3 (beginning on p. 119) contains samples of the types of forms required to justify financial requests. Adapt them to your own program.

If you aren't proficient on the computer, find a volunteer to help you begin to put this information on a disk. We were able to get a work-study student from the university to process our data. You might also try contacting a professional organization of secretaries in your area for help.

Helpful hints for getting and maintaining consistent funding:

To obtain grants and sustain your funding sources, you must keep accurate statistics. Keeping accurate records from the very beginning will make it easier. This can be a tedious and time-consuming process, but it is necessary. Positive results will enhance funding opportunities. (See Appendix 2, p. 86.) These statistics will also be helpful when it comes time to evaluate your own program.

Important information to document

<table>
<tr>
<td>Adult education
number of participants served
genders served
ages served
nationalities
prior education
occupations
hours program was offered
hours participants attended
assessments and evaluations
goals attained</td>
<td>Preschool classes
number of participants served
genders served
ages served
nationalities

hours program was offered
hours participants attended
assessments and evaluations
goals attained</td>
</tr>
<tr>
<td colspan="2">Family unit
sibling childcare hours
number of siblings

transportation costs
percentage of participants using transportation</td>
</tr>
<tr>
<td>Parent education
hours of participation
number served
goals met</td>
<td>Parent/child interaction
hours of participation
number served
goals met</td>
</tr>
<tr>
<td>Volunteers
training hours
hours of service
retention rate
gender, age and occupation</td>
<td>Contributing partners
type of agency
services provided</td>
</tr>
</table>

To satisfy all partners, you need to document all aspects of the program.

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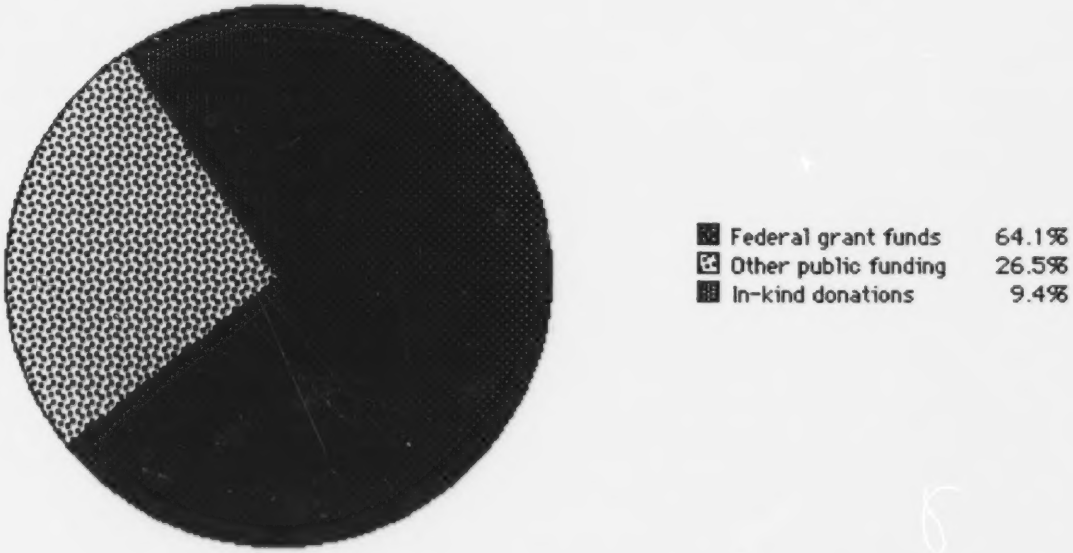
Paying for the more complex program

On the following two pages, you will find examples of some potential ways to cover operating costs in a comprehensive family literacy program. These charts are based on the budgets of our program for 1993-94. Both charts reflect a program operating primarily from acquired federal grant money.

Here are possible funding sources for total operation:

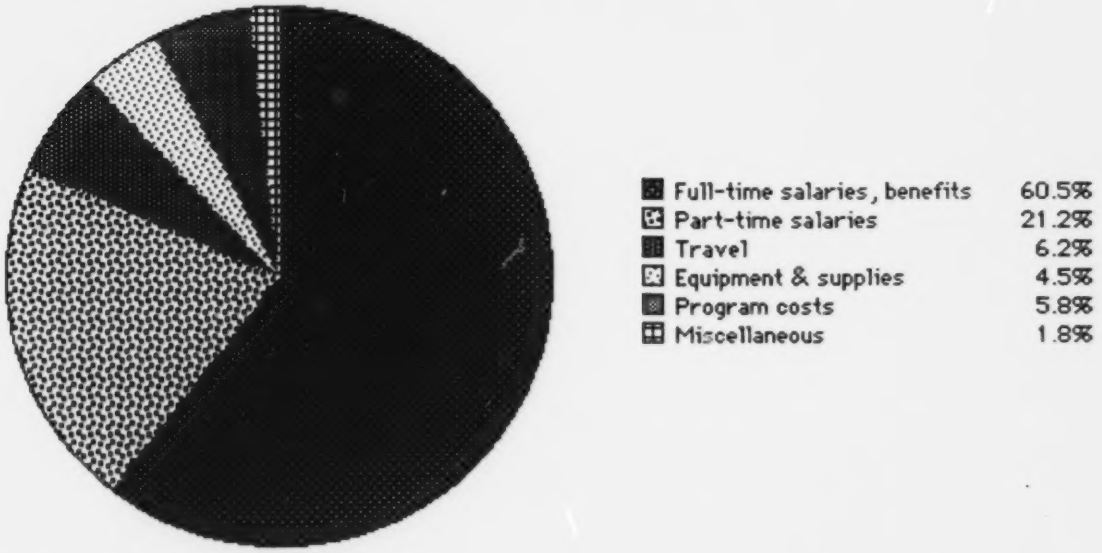


Explanation of categories:

Federal grant funds:	Primarily educational grants, such as Even Start, Head Start, Chapter 1, and LFCA
Other public funding:	Adult education pays the salary of adult instructor and purchases supplies Public school pays the salary of preschool teacher and purchases supplies United Way pays for tutor training
In-kind donations:	Library space and utilities Busing through public schools Classroom assistance of college interns Time and efforts of Junior League volunteers Time and efforts of hard-working parents

Obtaining an Even Start grant or other large grant could be the first giant step in building a comprehensive program. These federal funds will enable you to expand your existing staff and program. Careful management of grant money can meet many and varied needs.

Here is an example of ways to use Even Start funds in an academic year:



Explanation of categories:

Full-time salaries are for:	Family literacy lead instructor	100 percent
	Adult education instructors	(partial)
	Executive director	(partial)
Part-time salaries are for:	Preschool and childcare teachers	
	Social worker	
	Secretary/computer assistant	
Travel expenses cover:	Required Even Start training (out of state)	
	Even Start evaluation (out of state)	
	State meetings	
Equipment and supplies include:	Computer/software	
	Books	
	Consumable products	
Program costs include other needs:	Telephone service and other utilities	
	Childcare not covered by JOBS	
	Some transportation	

What does a program like this cost?

The overall price tag of a comprehensive family literacy program such as the one in Eau Claire, Wisconsin, comes to roughly $176,000 to serve fifty families. This figure has been computed by assigning a monetary value to in-kind donations and adding that to the federal grant funds and other sources of public funding. Donations are a significant factor in financial planning. Comparable LVA office space in the private sector, for example, would cost in the vicinity of $6,000 per year. Transportation by school bus for children and parents is valued at approximately $5,400 per year.

Space and utilities were in-kind donations for us, but they could be included in a grant proposal. Some expenses, such as the purchase of equipment and supplies, are greatest at the outset of the program. Other needs fluctuate, depending on the number of students being served. The budget in this manual reflects a program that has been in existence for four years.

The following is a nonspecific itemization of costs in the Eau Claire Family Literacy Program for 1993-94. It will give you an idea of fund distribution.

Even Start grant money available		$ 112,642
Spent on salaries	$ 91,800	
Program maintenance costs	$ 18,500	
Nonfederal funds allocated		$ 46,500
In-kind donations (assigned value)		$ 17,500
Total operating expenses (approximate)		**$176,000**

Our annual cost per family in 1993-1994
based on 50 families
9 months of service
for an average of 15 hours per week

$ 3,520

(Includes contributions and in-kind donations)

This figure is consistent with the average program cost per family, serving 30-99 families, given in the 1993 Even Start Report (St. Pierre, 1993). Your budget will reflect the needs and economic conditions of your own area. A flexible budget allows for unforeseen expenditures.

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Sample Even Start Budget

Literacy Volunteers of America - Chippewa Valley 1993-1994

	Hours	Weeks	
Salary and Fringes			
Lead Instructor/Coordinator	100%	36 Weeks	$ 48,692
ABE Instructors	28%	36 Weeks	$ 7,000
Literacy Executive Director	25%	40 Weeks	$ 12,130
Total			$ 67, 822
Travel			
Required LVA Training			$ 2,000
Even Start Evaluations and Other Meetings			$ 5,000
Contractual Services			
Preschool Teacher	26 Hours	36 Weeks	$ 7,000
Childcare Teacher	26 Hours	36 Weeks	$ 7,000
Social Worker	15 Hours	34 Weeks	$ 6,120
Workstudy/Computer			$ 1,200
LVA-CV Secretarial			$ 2,500
Computer/Development Coordinator			$ 2,500
YMCA Rent			$ 500
Telephone			$ 500
Sibling Childcare			$ 3,500
Transportation			$ 2,000
Major Equipment (such as furniture -- over $500)			$ 2,000
Supplies Computer ($ 2,000)			
Software, Books, Consumable Products			$ 3,000
Total			$ 44,820
NET TOTAL			$112, 642

Federal Share	$ 112,642
Nonfederal Share	$ 46,500
Total	$ 159,142

Detail of Nonfederal Share:

Personnel salaries and fringes of ABE Instructors and Literacy Executive Director	$ 37,000
Supplies	$ 2,000
Other: Head Start Teacher from public school	$ 7,500
Total	$ 46,500

What about my own program?

It is hoped that this look at an existing family literacy effort has given you a little insight into the process of building a comprehensive program. No one else can put the pieces together for you, as every community and every program will be unique. But if you approach the challenge by beginning with the simple and moving toward the complex, you will be better able to structure and coordinate the growth.

We have explained family literacy in terms of its four basic components:

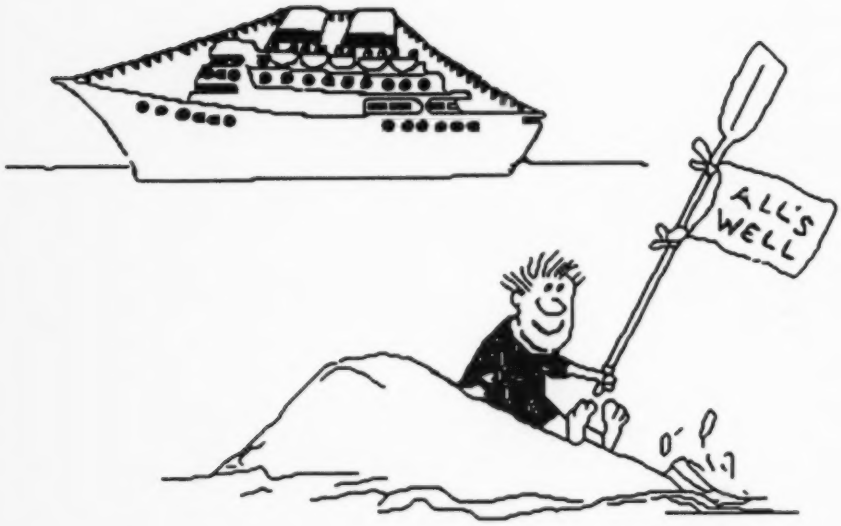
Education for the adult
Education for the preschool child
Parent education
Parent/child interaction activities

The comprehensive program strengthens those components by lessening the burden on the parent in areas such as childcare, transportation, and other special needs.

In analyzing your own program, you have determined which components you already have, which ones you need, and who might be able to supply the missing ones. Complete the Puzzle Tool on page 85 in the Appendix. It will provide a visual assessment of your status.

Expansion of an existing program should build upon the strengths you already have. Collaboration within the community is essential to a comprehensive effort.

The game format used in this manual was intended to demonstrate the role of **partners** in removing the obstacles to learning. It was also used to emphasize the importance of structure and rules in a complex situation such as family literacy. Illiteracy is **not** a game; none of us would ever trivialize it in that way. It is, however, an exciting challenge, one which demands team effort and a great deal of strategy.



By now you should have a clear picture of what a family literacy program is like and what it can do. You also realize that you have not been abandoned to build a family literacy program all alone!

Here are a few final tips for family literacy coordinators to ensure a smoother journey:

A. Plan to spend a significant amount of time in program planning.

B. Build in time to meet with other partners and staff.

C. Seek out the skilled professionals and trained volunteers in your community to assist in all areas of the program.

D. Set realistic goals.

E. Learn from others: attend seminars and conferences with other family literacy professionals.

F. Read everything you can find about family literacy and continue to be a lifelong learner yourself.

G. Visit other family literacy sites.

H. Use the wealth of resources in your community: the media, volunteer groups, university students, and professional organizations.

I. Use the materials and information in the Appendix sections of this manual to make your life easier.

J. Understand that not every family will find success in the program. You can only offer the opportunity; the adults must accept the challenge.

K. Maintain a sense of humor; be flexible and patient.

L. Take a vacation! Get away for a while.

M. **ENJOY THE PROCESS, WITH ALL ITS JOYS AND CHALLENGES!**

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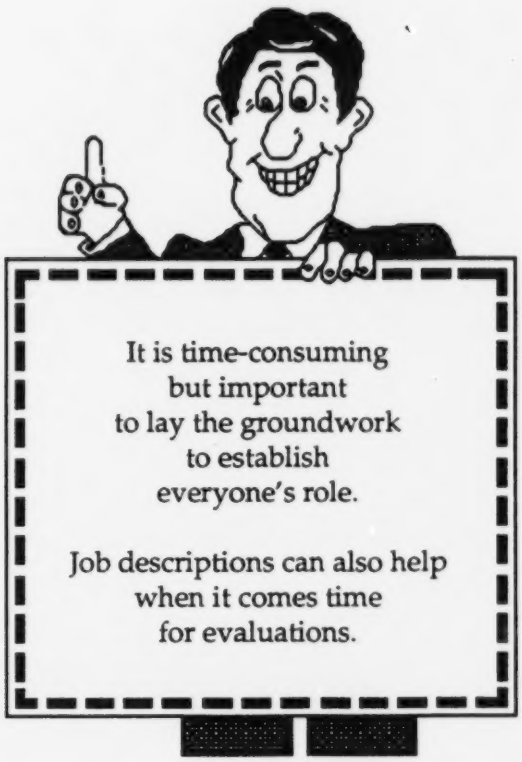
Appendix: Section 1
Sample job descriptions

These generic job descriptions are meant to serve as a guide as you develop job descriptions for each of your family literacy staff members.

Paid, advisory, and volunteer staff are all included.

The job descriptions are based on the format presented in *Maintaining the Balance: A Guide to 50/50 Management* (DuPrey, 1992).



ADULT EDUCATION COORDINATOR

Reports to: Vocational/Technical College or Community Education Coordinator
Serves on Family Literacy Advisory Board

Function: Responsible for hiring and supervising adult education instructors and coordinating the adult component of the program

Specific Duties:

1. Serve as link between vocational/technical college or community education source and Family Literacy Advisory Committee
2. Supervise adult education instructors
3. Format adult education curriculum
4. Assist in securing grants and other funding

Qualifications: Determined by hiring agency

ADULT EDUCATION LEAD INSTRUCTOR

Reports to: Adult Education Coordinator

Function: Responsible for assessing students, implementing the adult curriculum, and monitoring student progress

Specific Duties:

1. Assess student abilities
   a. Conduct informal interviews
   b. Administer informal reading inventory or standardized tests
   c. Conduct portfolio assessments
2. Facilitate student progress
   a. Help student define long- and short-term goals
   b. Provide for career planning
   c. Conduct ongoing portfolio assessments
   d. Teach study skills, emphasizing a variety of learning styles
   e. Maintain supportive environment, fostering parent self-esteem
3. Collaborate with other agencies to meet student needs
   a. Coordinate with literacy provider staff to acquire tutors for students needing extra help
   b. Work with tutors to further student goals
   c. Communicate with Family Literacy Social Worker and Family

Literacy Coordinator to maintain awareness of student emotional needs

d. Work with coordinator and preschool teachers to implement parent/child interaction component
e. Attend staff meetings

4. Complete reports to comply with program requirements
   a. Registration and state reports for Adult Basic Education
   b. Registration and yearly reports for literacy provider
   c. Attendance reports to JOBS
5. Attend staff development opportunities

Qualifications:

1. Master's degree in education
2. Experience with adult education and targeted population

CHILDCARE DIRECTOR

Reports to: Hiring agency
Serves on Family Literacy Advisory Committee

Function: Implement and supervise childcare for siblings of Family Literacy participants

Specific Duties:

1. Implement the childcare for Family Literacy participants
2. Supervise the childcare for Family Literacy participants
3. Complete necessary paperwork to ensure payment for funding for childcare (childcare vouchers, monthly attendance forms, enrollment forms, health forms, etc.)
4. Determine salaries of staff
5. Establish limits on ordering of supplies and consumable materials
6. Provide noon meal and snacks for the Family Literacy children, if part of program

Qualifications: Must meet licensing requirements of state in which program exists

FAMILY LITERACY LEAD INSTRUCTOR/COORDINATOR

Reports to: Adult Education Coordinator
Literacy Provider's Board of Directors (through the Executive Director and the Family Literacy Advisory Committee)

Function: Responsible for facilitating daily operational aspects of program

Specific Duties:

For adults

1. Recruit students
2. Coordinate support services
   a. Childcare needs
   b. Transportation needs
   c. Referral of crisis situations to Social Worker
3. Facilitate and implement parenting curriculum
4. Coordinate efforts with adult education Instructor

For children

1. Preschool
   a. Oversee enrollment of students
   b. Coordinate efforts with early childhood education and English as a Second Language teachers
   c. Meet legal licensing requirements
2. Sibling childcare
   a. Monitor and support childcare teacher
   b. Meet legal requirements
3. Train, schedule, and oversee classroom volunteers

For parent/child interaction component

1. Schedule and supervise parent involvement in classrooms
2. Plan and implement monthly together activities

For Family Literacy Program in general

1. Fiscal
   a. Work with Executive Director to provide evaluation and accountability, as required by grants and partners
   b. Assist Literacy Provider with grant writing and revision
2. Liaison and promotional
   a. Serve on Family Literacy Advisory Committee
   b. Attend and present at conferences
   c. Assist others in beginning Family Literacy Programs when time permits

Qualifications:

1. B.S. degree in elementary education
2. Master's degree in early childhood special education
3. Early childhood teaching experience
4. Childcare services instructor experience
5. Adult education instructor experience

General Comments:

A full-time overseer is essential to a comprehensive family literacy program. There needs to be someone maintaining ongoing contact with participating agencies and providing on-the-scene direction.

FAMILY LITERACY SOCIAL WORKER

Reports to: Family Literacy Program Lead Instructor

Function: To meet immediate social services needs within the program

Specific duties:

1. Work with teacher and staff to develop most beneficial literacy experience for student
2. Meet with each student personally to do family mapping: determining the student's support system, needs, goals, and barriers to those goals
3. Take personal problems out of the classroom, enabling teachers to teach — best using class time (crisis intervention)
4. Maintain contact with social services and JOBS case workers

Qualifications:

1. Degree in social work
2. Experience with at-risk families
3. Flexibility

General Comments:

The Social Worker does not participate in recruitment, only retention of people accepted to program. A good working relationship with JOBS and social services is essential; special needs are referred to the proper agencies. The Social Worker deals with ordinary day-to-day problems, communicating with authorities and providing a support system with follow-through. Because this is an at-risk group, needing constant monitoring and reinforcement, this position eases the burden on the coordinator by assuming the role of personal counselor.

JOBS CASE MANAGER — SOCIAL SERVICES

Reports to: Hiring agency for social services

Function: Provide vocational testing to determine client options
Provide employment and training services that allow the client to become economically independent

Specific Duties:

1. Refer qualified clients to the Family Literacy Program
2. Provide supportive services
   a. Transportation funding
   b. Childcare funding
   c. Counseling
3. Maintain communication with Family Literacy Social Worker and Family Literacy Lead Instructors
4. Act as resource person for other community services

JOBS REPRESENTATIVE — SOCIAL SERVICES

Reports to: Hiring agency

Function: Supervise implementation of JOBS Program in the area
Act as a link between JOBS case managers and Family Literacy administration

Specific Duties:

1. Link social services agency with other partners
2. Supervise support services:
   a. Oversee daycare and transportation arrangements
   b. Assist case managers in placement of clients
   c. Make sure program goals mesh with goals of literacy provider and client
   d. Evaluate appropriateness of new policies to program
3. Serve on Family Literacy Advisory Committee
4. Link clients to services available in the community and through social services (outside of JOBS)
5. Promote program through presentations to interested parties

LITERACY DEVELOPMENT COORDINATOR

Reports to: Literacy Provider Executive Director
Adult Education Coordinator

Function: Generate publicity for family literacy and provide computer training and assistance for staff, tutors and students

Specific Duties:

1. Generate publicity for the Family Literacy program
2. Assist adult education instructors, tutors, and students with computer literacy and programming
3. Coordinate development of the literacy movement in area served
4. Act as a spokesperson for the organization
5. Design and facilitate literacy promotions and special events

Qualifications:

1. Extensive knowledge of the community
2. Experience as a literacy volunteer
3. High school diploma — college background preferred
4. Specific technical and interpersonal skills
   a. Excellent organizational ability
   b. Excellent communication skills
   c. Computer knowledge and ability to teach computer literacy
   d. Understanding of needs and problems of adult learners

LITERACY EXECUTIVE DIRECTOR/ADMINISTRATOR

Reports to: Literacy Provider's Board of Directors
Adult Education Coordinator

Function: Coordinate the family literacy effort within the area served

Specific Duties:

1. Act as a coordinating link to bring interested parties together to promote family literacy
2. Act as administrator of federal grant funding for Board of Directors

3. Appoint a representative from the Board of Directors to serve on the Family Literacy Advisory Committee
4. Maintain educational integrity of the program
5. Help seek additional funding (grant writing)
6. Promote the program at the local, state and national levels
7. Assist Tutor Coordinator (of literacy office) in training and supporting volunteers who tutor adult students in the program
8. Work with other volunteer groups to assist the program
9. Guide future direction of Family Literacy Program

Qualifications:

1. Bachelor's degree in education
2. Master's degree in reading
3. Meet licensing and certification requirements
4. Experience in teaching adults and children
5. Extensive knowledge of community through community service and job experience
6. Supervisory experience
7. Experience in training and supporting volunteers in literacy programs
8. Extensive grant writing experience
9. Consulting experience in Family Literacy at the state level

General Comments:

This position demands:

1. knowledge of educational programming for adults and children to maintain the educational integrity of the program
2. knowledge of educational programming for training and support of volunteers working with adult students
3. flexibility
4. the desire to exert much time and energy into building a program
5. willingness to be the responsible party — the one following through on all decisions, completing grant applications, calling meetings and monitoring progress of the program
6. knowledge of community resources and existing services to prevent duplication of services
7. the ability to communicate in writing and orally at the local, state, and national level regarding Family Literacy

LITERACY OFFICE MANAGER

Reports to: Executive Director of literacy provider

Function: Secretarial and organizational assistance to program
(This could be part-time if just for family literacy, or possibly filled by a work study student from a nearby college.)

Specific Duties:

1. Be responsible for compilation and submission of reports for partners and grant procurement
2. Provide clerical assistance using "state of the art" computer techniques
3. Do office bookkeeping, including writing checks, deposits, payroll
4. Schedule appointments for personnel
5. Answer telephone and communicate messages
6. Meet, introduce, arrange rooms for tutors and students

Qualifications:

1. Experience with computerized office
2. Experience with volunteer groups
3. High school/college preparation in area of information processing with computer emphasis
4. Specific technical and interpersonal skills
   a. Excellent ability to communicate orally and in writing
   b. Ability to meet and greet the public in warm, professional manner
   c. Ability to perform in busy, sometimes hectic, environment
   d. Excellent word processing skills
   e. Willingness to learn about the adult learner and volunteer tutor

PRESCHOOL TEACHER

Reports to: Hiring agency (such as public schools or other Head Start administrator)
Family Literacy Program Lead Instructor
Family Literacy Adult Education Lead Instructor

Function: To provide education for preschoolers and facilitate parent/child interaction component

Specific Duties:

1. Provide positive experience in all areas of development for preschool child
   a. Language-based learning environment for age-appropriate skills
   b. Cooperative emphasis for developing social skills and communication
   c. PLAN-DO-REVIEW* approach for cognitive skills and continuity
   d. Art activities for creative expression
   e. Physical activities for gross-motor skills
   f. Hands-on activities for fine-motor skills
2. Plan and assist with parent/child interaction time in the classroom setting and in monthly interaction activities
3. Share information with Adult Education Instructor and Family Literacy Social Worker to assist student's family
4. Assist Adult Education Instructor with adult education
5. Supervise transportation of children between programs and sites
6. Facilitate integration with Chapter 1 programs when needed

Qualifications:

1. Meets all state certification requirements for childcare/preschool
2. Has bachelor's degree in education
3. Has experience in early childhood/adult education

General Comments:

This is a multifaceted position that has evolved according to program needs. It is necessary for this individual to have sufficient training and background to fill a variety of roles. Specific duties are determined by program enrollment and space capabilities. The preschool agenda follows the designated curriculum.

* High/ Scope Curriculum, Ypsilanti, MI, 1979

SPECIAL SERVICES DIRECTOR -- PUBLIC SCHOOLS

Reports to: Hiring agency

Function: To act as the Family Literacy link with the school district
To serve on the Family Literacy Advisory Committee

Specific Duties:

1. Resource person — using existing programs (such as Head Start) when they can be used to meet needs of both groups
2. Grant writing — assisting Family Literacy Advisory Committee in securing funding
3. Physical needs — providing classroom space in school buildings
4. Transportation — providing busing for eligible participants and their children
5. Positive support — fostering within the school district an attitude supportive of family literacy endeavor
6. Communication — forwarding information relative to the Family Literacy initiative to appropriate school employees, including school board members

TUTOR TRAINER/READING CONSULTANT

Reports to: Literacy Provider Executive Director

Function: To provide tutor training and support

Specific Duties:

1. Assist with tutor training
2. Support tutors and students during tutoring period
3. Maintain contact with ABE teachers in Family Literacy program
4. Provide in-service for tutors at the Family Literacy sites
5. Assist Executive Director as projects develop

Qualifications:

1. College degree with strong emphasis in field of reading
2. Experience in teaching adults: special education, learning disabilities, English as a Second Language
3. Experience as a literacy volunteer and working with community groups

4. Ability to communicate well orally and in writing with diverse activities and individuals
5. Concern for helping functional illiterates and an understanding of the needs and problems of the adult learner
6. Computer literacy

VOLUNTEER — JUNIOR LEAGUE

Reports to: Literacy Provider staff and Adult Education Instructors for tutoring
Family Literacy Lead Instructor for childcare
Literacy Provider Development Coordinator for library
In-service conducted by Family Literacy Lead Instructor

Specific Duties:

1. Assist staff in children's room
2. Tutor adult students
3. Act as librarian for literacy library
4. Provide progress reports to Literacy Provider staff

VOLUNTEER TUTOR

Reports to: Literacy Provider
Adult Education Instructors

Function: To tutor adult learners in basic skills

Specific Duties:

1. Maintain confidentiality regarding assigned student
2. Actively prepare for each session
3. Maintain records of tutoring sessions
4. Maintain contact with the literacy provider staff concerning the student's progress
5. Arrange meetings with the student in a public building or work with the Adult Education Instructor in charge of the adult classroom
6. Follow the guidance of the Adult Education Instructor in charge of the adult classroom
7. Adhere to the goals and procedures of literacy provider

Qualifications:

1. Must have a sincere desire to help other adults develop their reading and writing skills
2. Must have completed required tutor training
3. Must make a commitment to attend inservices and training sessions
4. Must be willing to tutor a student for a minimum of six to nine months

Rights of a Tutor:

1. To be viewed as a valuable resource to this agency, its staff, and its clients
2. To be given meaningful assignments, with full involvement and participation
3. To be treated as an equal with coworkers
4. To have effective supervision
5. To receive recognition for work done

Appendix: Section 2
Tools you can't do without

The challenges of any new endeavor are always simplified somewhat if you can take advantage of the trial-and-error knowledge of those who have gone before you.

In this section we have included information useful when assessing the need for family literacy within a community. The facts and statistics you collect will be important to potential funders. We have also included samples of the materials we have used for publicity and distribution of information. As stated earlier, the more professional your press releases and brochures, the better your first impression will be among those whom you are trying to reach.

You will find the following **information** and **samples** on the pages given:

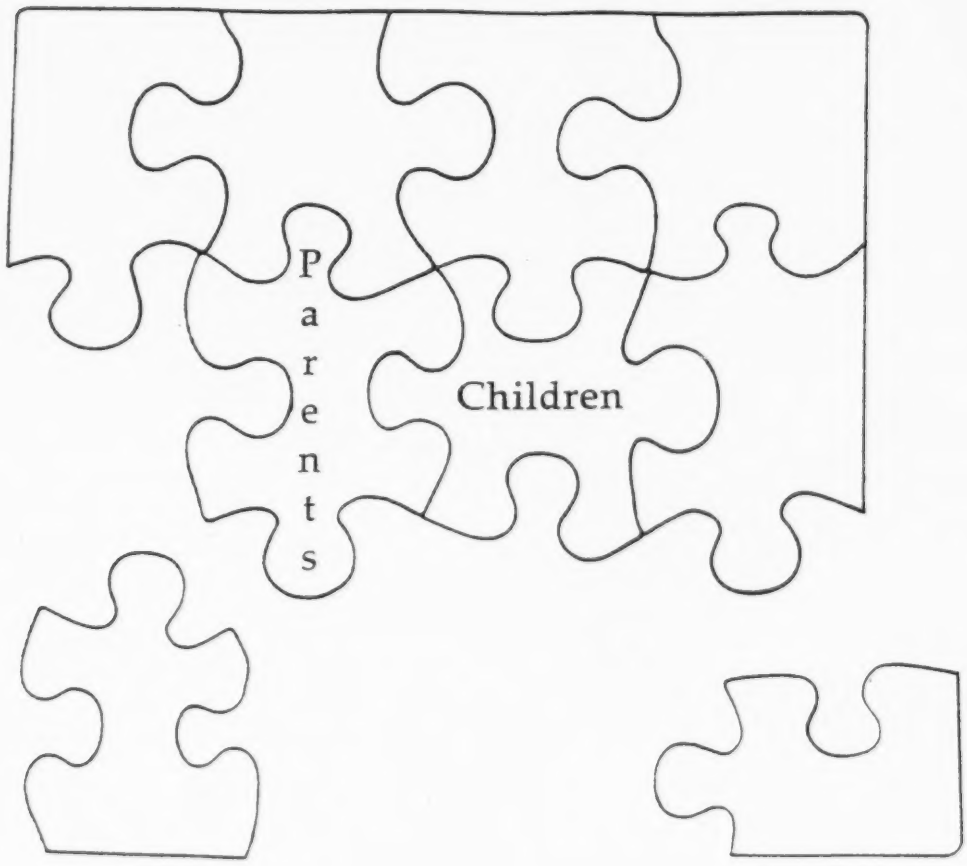
Puzzle Tool a conceptual aid to developing your own program	82
"Documenting the Need for Family Literacy" to help convince prospective partners to assist in applying for grants and other funding	86
Guidelines for grant writing	88
Sample abstract for a grant proposal	89
Even Start eligibility requirements	90
Guidelines for selection of Even Start participants	91
Brochures to draw parents into the program to educate the public and partners	92
Stationery showing partner logos	107
Press releases and general news articles	108
Letters that invite parents to participate	112
Sample learning plan for an adult	114
"Evaluation in Family Literacy"	116

Puzzle Tool

A conceptual tool created as an aid to program development

Family Literacy, Piece by Piece
Created by the Family Literacy team, LVA-CV
Eau Claire, Wisconsin
Used in LVA National Family Literacy Institute
October 1993

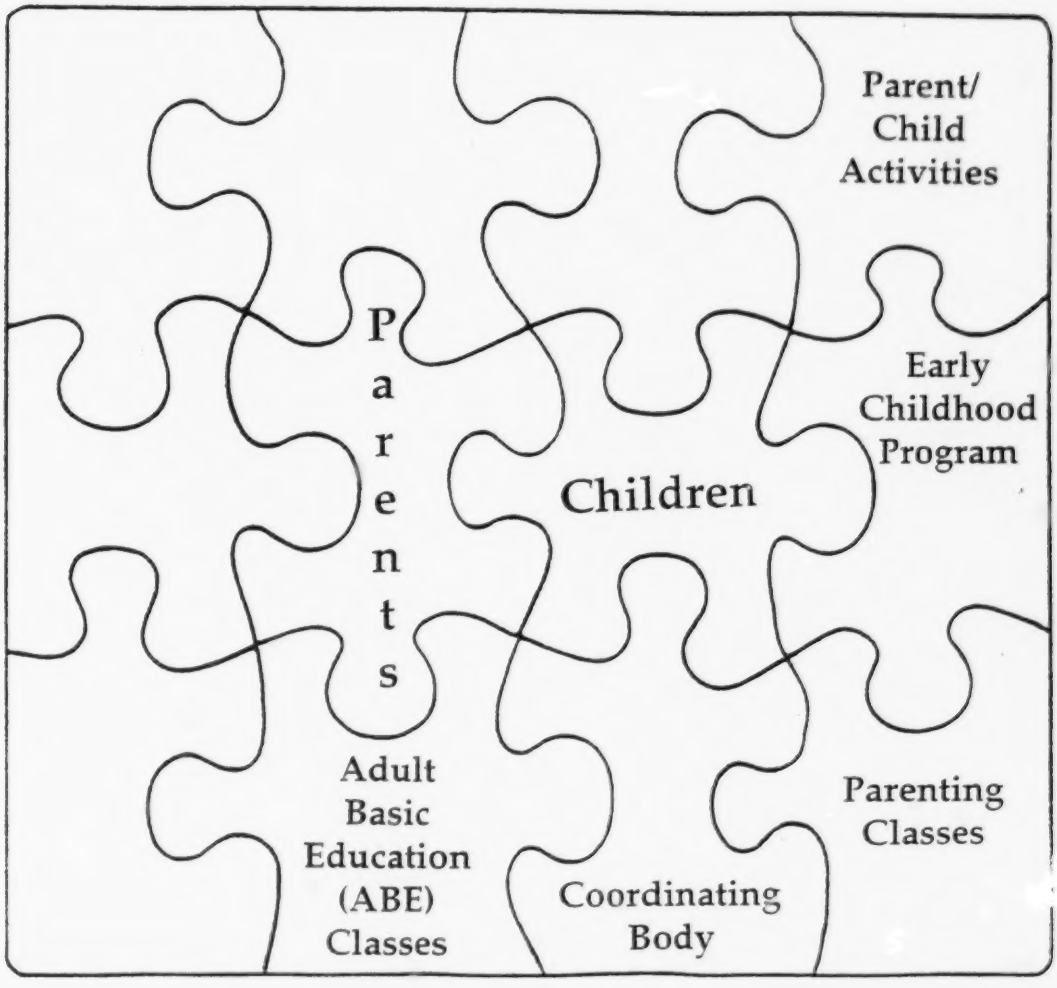
A family literacy program begins with parents and children



The next step is to fill in the pieces you need.
Consider the basic components:

Education for the adult
Education for the preschoolers
Parent education
Parent/child interaction

What pieces do you already have? What pieces are you missing?

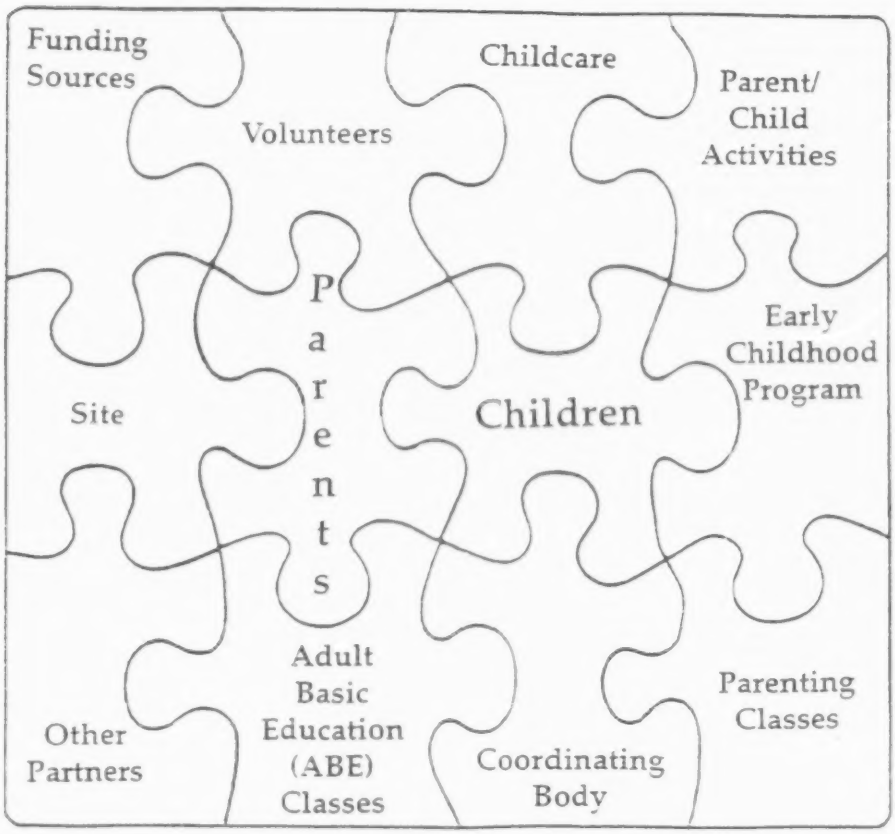


What about a site? **Child care?** **Funding sources?**
Other partners? **Volunteers?** **Volunteers?**

There are many variations of a comprehensive literacy program. This is one example:

- Grants (Ex. Even Start)
- Donations
- United Way

- Literacy Tutors
- Junior League
- College Education Students
- Childcare Students



- Home-Based
- Classroom Interaction

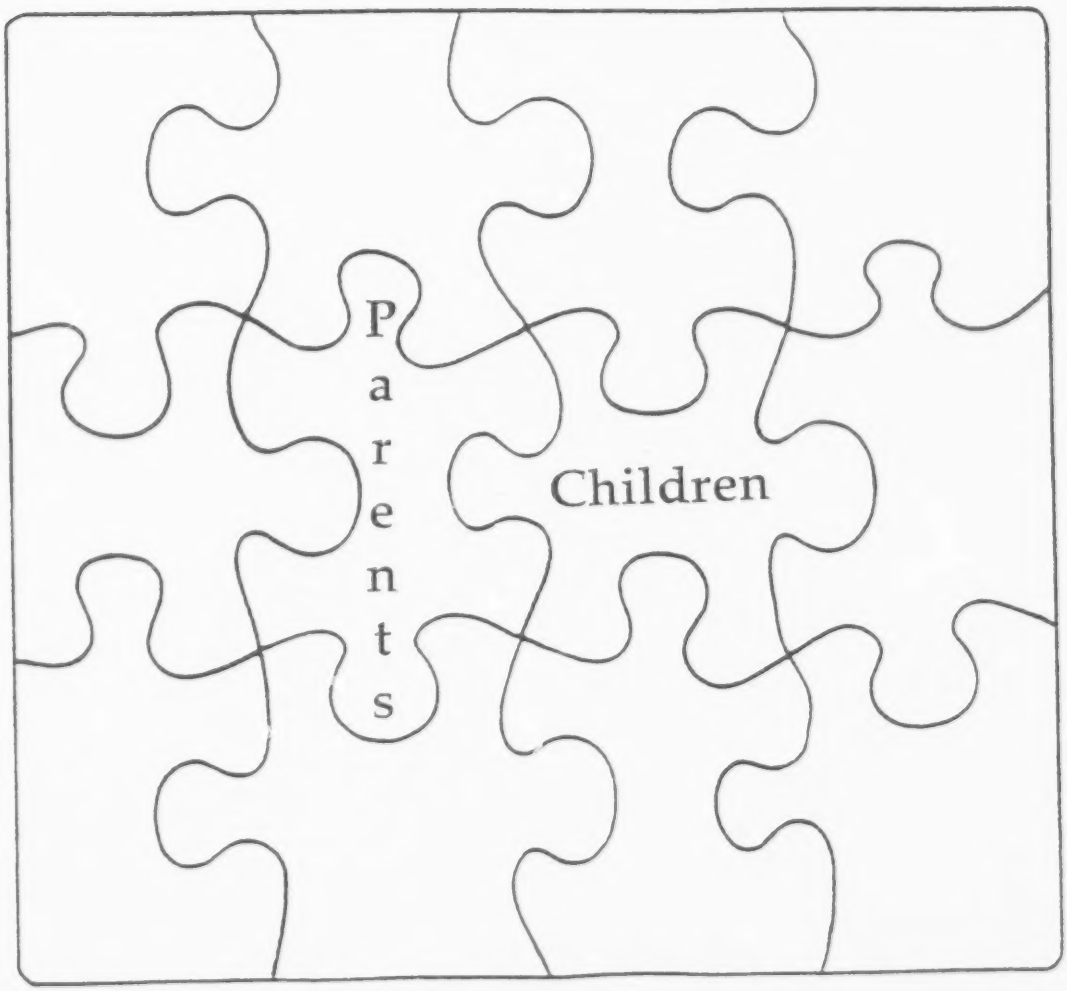
- Library
- YMCA
- School
- Church

- Preschool
- Head Start
- Chapter 1
- Story Hour

- Human Services
- Transportation Source
- Media

- Literacy Affiliate
- Advisory Council
- School System
- Technical College

Here is a blank puzzle
to help you visualize and assess
your own family literacy program.



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Documenting the Need for Family Literacy

A report compiled by Wayne Atkins, 1994 President of the LVA-CV Board of Directors

In planning for a family literacy program, as is the case for any organization delivering a service to a segment of a community, the gathering and analysis of demographic data are imperative.

While the Federal Bureau of the Census represents the base source of demographic data, within a year or two of each decennial census, many compilations and analyses of such data will already have been done. In many cases, other organizations with missions that parallel those of literacy providers will have gathered and tabulated demographic data in a form useable with virtually no changes required.

In Wisconsin the Board of the State Technical College System, in cooperation with the Statewide Basic Skills Task Force, has published *Selected Student, Staff, and Performance Data*, a statistical report filled with the type of demographic data useful to any literacy provider. In addition, many of the state's technical colleges have refined these data to make them applicable to their respective communities. Absent these sources, the Wisconsin Department of Administration publishes the *Wisconsin Bluebook*, an annual update of statistical information relating to the demographics, economy, and other aspects of trends within the state. Other states have similar publications that can be obtained by contacting state officials.

Once the sources of data for a service area have been located, they should be tabulated over time; e.g., two or three 10-year intervals. This should establish trends such as the percent of increases/decreases. In addition, subdivisions of the area served (e.g., counties, cities and other areas) should be shown with their respective trends. This will enable the literacy provider to more easily ensure geographic equality in the provision of its services.

Specific trends the Literacy Volunteers of America-Chippewa Valley found useful in developing the demographic report that served as the basis for its Strategic Plan are:

1. Population trends, by county and state
2. Minority population trends, by county and state
3. Current population by gender, by county and state
4. Educational level of adults 25 years or older, by county
5. Other than English spoken at home, by county and state
6. Population 25 years or older, by age categories, by county

Note that most of these demographics include the state as a basis for comparison. This should enable the literacy provider to ascertain which characteristics of its service area are atypical with respect to the state in which it is located.

Shown below are two of the specific tables, together with their analyses, that were developed for the Chippewa Valley affiliate of LVA and that served as the basis for many of the assumptions included in its 1994 strategic plan.

TABLE 2: MINORITY POPULATION TRENDS BY COUNTY AND STATE

COUNTY	YEAR 1970	1980	1990	PERCENT OF CHANGE 1970-80	1970-90
Chippewa	111	284	620	155.9	458.6
Dunn	178	493	1,090	177.0	512.4
Eau Claire	354	914	3,244	158.2	816.4
TOTAL	643	1,691	4,954	163.0	670.5
Wisconsin	158,974	262,732	472,440	65.3	197.2

This table shows the rather dramatic increase in the minority make-up of LVA-CV's service area. The total of 643 in 1970 represented only 0.4 percent of the total population whereas the 4,954 minority residents in 1990 raised this proportion to nearly 3 percent. The minority make-up of LVA-CV's service area has increased at nearly 3 1/2 times the corresponding increase for the state of Wisconsin.

TABLE 4: EDUCATIONAL LEVEL OF ADULTS BY COUNTY

COUNTY	0-8 NUMBER	%	9-12 NUMBER	%	0-12 NUMBER	%	TOTAL
Chippewa	4,423	13.3	3,900	11.8	8,323	25.1	33,189
Dunn	2,472	12.6	1,941	9.7	4,413	22.4	19,672
Eau Claire	4,271	8.7	4,220	8.6	8,491	17.2	49,259
TOTAL	11,166	10.9	10,061	9.9	21,277	20.8	102,120

Table 4 indicates that more than one in ten adults in the LVA-CV service area have eight years or less of formal education and more than one in five did not complete a high school education. While the more rural counties reflect a somewhat higher rate of non-completion, Eau Claire County still manifests a non high-school graduation rate of more than 17 percent.

These tables represent a sample of the demographic statistics you may need to compile.

Guidelines for grant writing

The following tips are taken from *Grant Writing from A to Z*, by Teresa Sweeney.

Basics

1. Write simply and clearly. (This can't be said enough.)
2. Use positive, expressive, action-oriented statements instead of passive, vague language.
3. Do not use jargon. Do not use acronyms unless you have spelled out the words they stand for. (In other words, do not assume the reader knows the lingo or the field.)
4. Use quantitative information whenever possible.
5. Verify all monetary quotes. Check your budget figures with a calculator!
6. Perform a "checks and balances" on the content. Do all parts of the proposal relate to each other? Is the information in each part in logical order? Is it coherent?
7. The idea for a proposal may be developed by a group, but the proposal should be written by one or two people.
8. Keep draft versions of the" boilerplate" [sample for reference] and new projects handy so you can quickly produce a proposal when funding opportunities arise. Then, tailor your request to the specific guidelines of each funder.
9. Do not exceed the number of pages requested (and don't try to stretch it by attaching 30 pages of appendices!).
10. Format should be double-spaced, consistent (headings, indents, etc.), and easy on the eye.

Golden Rules

1. Make sure your proposal fits the mission and desires of the funder.
2. Follow the guidelines, instructions and format to the letter.
3. Write simply and clearly. PROOFREAD the final version, please!
4. Submit before the deadline, if possible. If you are within a day or two of the deadline, deliver it by hand or by overnight mail.
5. When creating a proposal from scratch, double the amount of time you think it will take. When tailoring a boilerplate proposal, add a few days.

Distributed through the United Way of America
Education and Literacy Initiative
Washington, DC — November 1993

Sample abstract for a grant proposal: Literacy Volunteers of America-Chippewa Valley

The purpose of this application is to secure funds with which to remodel and expand the current Family Literacy Program into the Equal Opportunities in Literacy Through Even Start project as proposed herein. It is anticipated that this project, which will serve as a national Even Start model (as was the case with its parent Family Literacy Program), will serve seventy-five (75) families, including seventy-five (75) adults and one hundred twenty (120) children. These families will include those in which the parents are eighteen (18) years or older, one or both do/does not have a high school diploma or demonstrate(s) a basic literacy need, and with one or more children between the ages of three (3) to seven (7) years, residing in a Chapter One school attendance area to enroll in an early education program.

The outcomes expected to emanate from this project are:

1. Children's school readiness and literacy-related skills will be increased as they reach their full potential as learners.

2. Parents' functional literacy skills, general education, career awareness, and computer literacy skills will be raised through ABE instruction and career planning workshops.

3. Parents will acquire a greater understanding of child growth and development, skill in applying positive child guidance techniques, and greater awareness of their role as the primary teacher of their children in providing a home environment that supports children's learning and strengthened family relationships in the areas of wellness and fitness.

4. Collaboration between local organizations, the Department of Human Services, and educational agencies providing services to young children will be increased.

5. A model Even Start program which will be in demand for replication on a statewide and national level will be developed.

In summary, although the Eau Claire community through Literacy Volunteers of America-Chippewa Valley has become known nationally for its Family Literacy Program, its current activity level equals or exceeds its available resources, and before it can implement this desperately needed Even Start project which is proposed herein, LVA-CV must obtain funding.

Even Start eligibility requirements

The following information is specific to Even Start funding but may also prove helpful when establishing your own guidelines or pursuing other grants.

Eligible Even Start participants are:

1. parents who are eligible for adult education under the Adult Education Act and who have an eligible child
2. parents whose eligible children, ages birth through 7, reside in an elementary school attendance area participating in the basic Chapter 1 program

At least one parent and child from each family must participate together in the Even Start program.

To be an eligible Even Start participant, an adult must be:

1. the "parent" of an eligible child (as defined above)

   "Parent" includes, in addition to a biological or adoptive parent, a legal guardian or other person standing "in loco parentis." Generally, "in loco parentis" means a person acting in place of a parent or legal guardian, and may include a person such as a grandparent, stepparent, aunt, uncle, older sibling, or other person either (1) with whom the child lives or (2) who has been designated by a parent, legal guardian, or court to act in place of the parent, legal guardian, or court regarding all aspects of the child's education.

2. eligible for participation in an adult education program under the Adult Education Act, 20 U.S.C. 1201 (a) (1) and (2).

Eligible adults under the Adult Education Act are:

1. at least 16 years old or beyond the age of compulsory school attendance of the particular state
2. not enrolled in a secondary school
3. lacking sufficient basic educational skills to function effectively in society or do not have a certificate of graduation from a school providing secondary education and have not achieved an equivalent level of education
4. not currently required to be enrolled in schools
5. impaired in their ability to get or retain employment by their inability to speak, read, or write the English language

Guidelines for selection of Even Start participants:

The challenge in any community is to identify and serve those eligible participants most in need of the activities and services. Section 1056 (c) (5) (a) of the act (Even Start Family Literacy Program Statute) requires that projects receiving Even Start Family Literacy funds make every effort to serve the most needy in their community. Whether or not a project will be able to select all eligible children and their parents, participants should be selected through a fair and objective process. The following process (suggested in nonregulatory guidance by the U.S. Department of Education in 1992) may be used as a general guideline:

1. Prepare a clear explanation of the statutory and regulatory eligibility criteria, including an explanation of the criteria that will be used by the project to identify those participants most in need of Even Start activities and services.

2. Disseminate information about the program and eligibility criteria to the public and appropriate cooperating agencies.

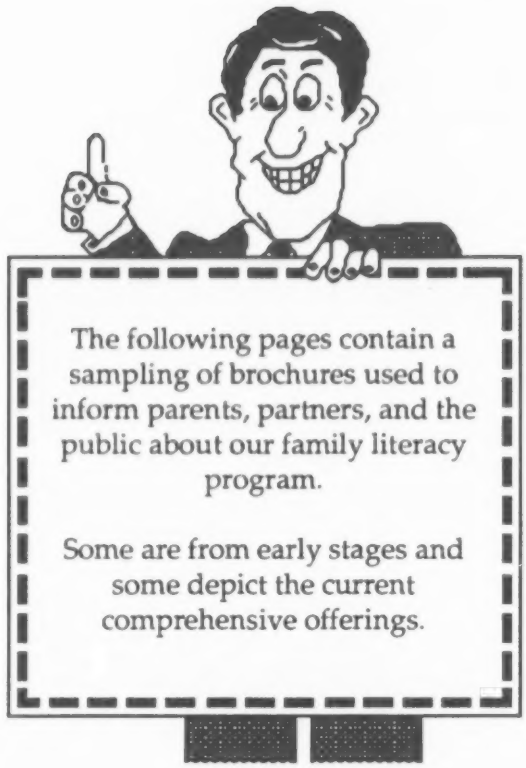
3. Actively identify and recruit eligible participants.

4. Select families most in need from the eligible pool using a defined process (e.g., rank-ordering, weighting, or additional criteria).

5. Screen and prepare parents and children selected for participation, by arranging, as necessary, for assessment, counseling, or other developmental and support services such as special education or nutritional or medical services.

This information and the Even Start eligibility criteria listed on page 90 were provided by Monica Notaro, Chapter 1 coordinator of the Wisconsin Department of Public Instruction.

Brochures



The following pages contain a sampling of brochures used to inform parents, partners, and the public about our family literacy program.

Some are from early stages and some depict the current comprehensive offerings.

The next page is a basic description of a comprehensive program, intended for parents who might be considering the program. This page could be copied, with your own information added to the bottom of the sheet, and then given to parents.

FAMILY LITERACY

What is it?

Family Literacy is a comprehensive program that allows parents to return to school to improve their skills and provides an educational experience for their preschool children at the same time.

For the Parent:

Basic education classes
Career planning
Parenting education
Transportation
Childcare for siblings

For the Preschooler:

Reading readiness, learning how to get along in school

For Parent and Child Together:

An opportunity to enjoy learning, together

Family Literacy is a team effort -- community agencies working together to find ways to solve the problems parents face when they need to further their education or get a better job. With the support of these agencies, trained staff and volunteers, education becomes affordable and productive. Parents are then able to take responsibility for meeting their own goals.

For more information call:

Family Literacy Program

Literacy Volunteers of America-Chippewa Valley
Eau Claire, Wisconsin

United Way

Parental involvement is a key to childhood development.

Students and tutors work together.

Expanding Literacy Through Learning

The Family Literacy Program has its roots in a literacy effort which began in the Eau Claire area a number of years ago.

In 1986, the Literacy Volunteers of America-Chippewa Valley (LVA-CV) was organized to combat adult illiteracy in Eau Claire, Dunn, and Chippewa counties in west central Wisconsin. LVA-CV operates as an outreach center of Chippewa Valley Technical College (CVTC). LVA-CV cooperates with other organizations and service providers to offer free one-to-one literacy instruction to the adults of this region. The LVA-CV staff trains volunteer tutors, identifies and screens students, recommends suitable tutoring sites, and provides instructional assistance and materials tailored to the student's individual needs. The office is located in the L.E. Phillips Memorial Public Library, 400 Eau Claire Street, Eau Claire, Wisconsin.

In 1988-89, LVA-CV focused its efforts on parents needing literacy services and their preschool children. The needs of this group were addressed through an intergenerational story hour program. LVA-CV's goals for this program were to provide these parents and preschool children with a positive learning experience by sharing books in the public library. Parents enrolled in a literacy program to improve their basic skills.

The Model

Encouraged by the success of the intergenerational story hour program, a comprehensive model developed. The goal of the Family Literacy Program is similar to the story hour: to break the intergenerational cycle of functional illiteracy by uniting parents and their preschool children in a positive educational and recreational experience.

In 1989, the Family Literacy Program was established at the YMCA for Human Services JOBS Program participants. In 1990, a second program was opened in partnership with the Eau Claire public school system. This program is currently located at Lowes Creek Integrated Learning Center in Eau Claire. This is the learning site for Head Start, Chapter One, and Early Childhood Special Needs families. The families spend nine to eighteen hours in class each week. This collaborative effort is funded and administered by LVA-CV, CVTC, Human Services, L.E. Phillips Memorial Public Library, YMCA, United Way, Eau Claire Public Schools, and private donations. Additional funding through the Even Start Grant also enables other families in the community to receive services even though they are not part of the JOBS Program or currently enrolled in a school program.

This Family Literacy Program has served over 200 families since 1988 and has been recognized as a state and national model.

The Younger Generation

The Family Literacy Program provides quality early learning. Professionally trained teachers of early childhood education, using the High Scope curriculum, provide children with an environment which encourages decision making, and fosters creativity and independent thinking. The Family Literacy Program develops prereading and language skills.

The YMCA provides swimming lessons and various creative activities for the children. Childcare services for younger siblings are provided at both sites. Scholarships from the YMCA's Partnership with Youth Program allow parents and children in the Family Literacy Program to use the YMCA facilities during their free time.

Caring teachers encourage children to learn.

Children have fun in the YMCA pool.

Childcare is provided at the YMCA for young siblings.

People of all ages enjoy reading.

Goal Setting for Parents

Individual instruction is provided for parents in the Family Literacy Program by Adult Basic Education instructors from Chippewa Valley Technical College. Instructors evaluate each student by the use of a portfolio assessment and assist in setting educational goals with each individual. These goals are assessed and redefined as each student progresses during the program. LVA tutors are available to assist the adult students.

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Learning takes place in the classroom.

Parents and Children Working Together

A parental skills component is an important part of the Family Literacy Program curriculum. Each day, special time is provided to enhance the parent/child relationship through planned and structured interaction. Areas covered include child guidance techniques, child development, health and nutrition, and stress management. Each area builds self-esteem and helps empower families.

Parents have an opportunity to help in the early childhood classroom on a monthly basis, and parent/child at home activities are provided. Parents and children can also participate in the local public library story hour. The literacy office is located in the lower level of the public library, where Family Literacy participants feel comfortable and familiar with the environment.

For More Information

Carol Gabler, Executive Director
Literacy Volunteers of America-Chippewa Valley
L.E. Phillips Memorial Public Library
(715)834-0222

Karol Machmeier, Coordinator
Family Literacy Program
(715)836-8460, Ext. 31 (Mon., Wed., and Fri.)
(715)839-2826 (Tues. and Thurs.)

Jack O'Connell, ABE Coordinator
Chippewa Valley Technical College
(715)833-6349

Richard Savolainen, Director of Special Programs
Eau Claire Area Schools System
(715)833-3442

Joanne Tews, JOBS Program Supervisor
Department of Human Services
(715)833-1977

Volunteers Add a Special Dimension

Volunteers are an important component in the Family Literacy Program. The volunteers include LVA-CV tutors and board members, Junior League members at the preschool sites and the LVA office, university students, Chippewa Valley Technical College childcare students, and other community volunteers.

LVA volunteers participate in a fourteen-hour training program and make a commitment to work with an adult student twice a week, for six to nine months. Tutors can choose to work in the Adult Basic Education classroom or independently with students.

Junior League are trained volunteers who maintain the library collection for LVA, tutor adult students, and work with children in the preschool classes on a weekly basis.

Members from the community, like those involved in the United Way, spend many hours raising funds to support LVA-CV programs.

Volunteers are an important part of Family Literacy.

Program Admission Policy

Family Literacy Program Admission Policy

Applicants for the Family Literacy Program will be accepted based on need. Adults Participating must:

- be at least 18 years of age
- have an interest in improving literacy and educational skills
- have a child age eight or younger residing in a Chapter One school district

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Family Literacy Program

Literacy Volunteers of America-Chippewa Valley
Eau Claire, Wisconsin

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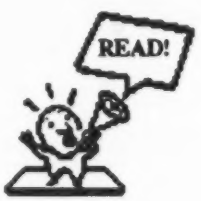
General Information

The Literacy Volunteers of America-Chippewa Valley Family Literacy Program offers a unique opportunity for parents and children to learn and grow together during the school year. While children attend a quality preschool, Head Start or Early Education program, parents attend Adult Basic Education classes.

Working at an individual pace, parents improve skills in reading, math and writing, and/or prepare for their GED or High School Equivalency tests. Computer training, career planning, and job-seeking skills are also included in this program. Trained tutors are available for the students.

A group "Family Focus" time is provided on a regular basis to help parents understand their children's development and guide their children's behavior to strengthen families.



There are currently two program sites: one at the Lowes Creek Integrated Learning Center and one at the YMCA. Both provide childcare for younger children. The program is free for eligible families.

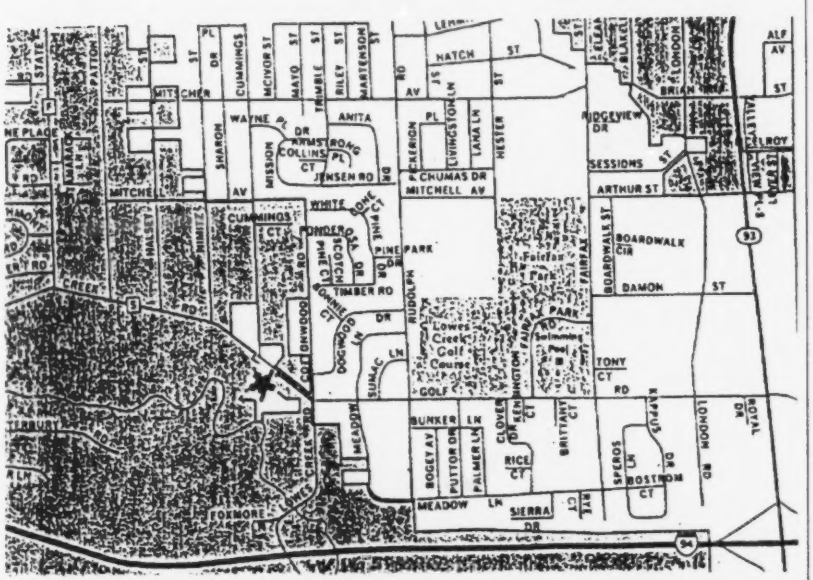
This program operates under LVA-CV's Board of Directors. This program is funded by LVA, Chippewa Valley Technical College, Eau Claire Department of Human Services, public schools, YMCA, L.E. Phillips Library, United Way, an Even Start Grant, and other donations.

LOWES CREEK

Tuesday, Wednesday, and Thursday

9:00 A.M. to 3:30 P.M.

A day of learning is about to begin.



The Lowes Creek Integrated Learning Center is located at 1029 East Lowes Creek Road.

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Lowes Creek Family Literacy

Who is Eligible?
Parents who desire to improve basic literacy and educational skills and who have a child in Head Start, Early Childhood Special Education, or kindergarten, in an Eau Claire public school. ESL students with good conversational skills are also eligible.

Note: Parents, with children under age three who are not enrolled in one of the above programs, are eligible provided there is space available.

Classes for parents meet Tuesday, Wednesday, and Thursday during the school year from 9:00 A.M. to 3:30 P.M. in an Adult Basic Education classroom, located on the second floor of Lowes Creek School. Children attend their regular school program.

Parents who have children attending school at the Lowes Creek Integrated Learning Center may ride the school bus with their child. Other parents may ride the city bus or provide their own transportation.

Childcare is provided for children ages three to five. Other sites offer sibling childcare for children under age three, with some funding available.

All parents may receive additional help from an LVA tutor if they request it. Families enrolled in the Family Literacy Program receive free YMCA family memberships. All parents are encouraged to volunteer in their child's classroom and will have an opportunity to use at-home parent packs with their child.

Lowes Creek

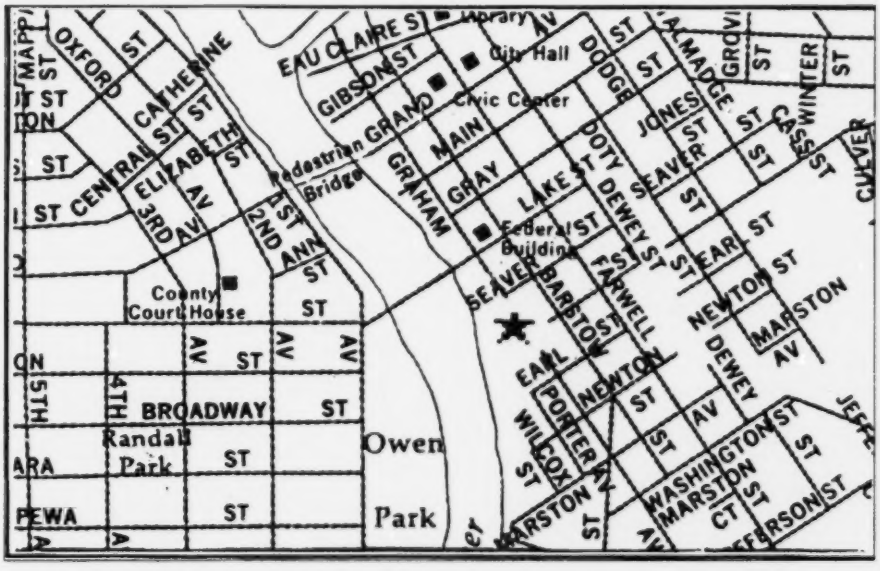
YMCA

Swimming is provided at the YMCA site.

YMCA

Monday,
Wednesday,
and
Friday

9:00 A.M.
to
2:45 P.M.



The YMCA is located at 700 Graham Avenue in downtown Eau Claire.

YMCA Family Literacy

Who is Eligible?
Parents who desire to improve basic literacy and educational skills and who have a child between the ages of three and five. Parents who are participating in the JOBS program through the Eau Claire County Department of Human Services and those attending full days will be given priority. ESL students with good conversational skills are also eligible.

Classes for parents and children meet Monday, Wednesday, and Friday from 9:00 A.M. to 2:45 P.M. during the school year. Children attend the Family Literacy Preschool Program during these times in a preschool room in the YMCA. The parents' Adult Basic Education classroom is located next door in the Masonic Temple. Parents in this program must attend all three days!

Parents may ride the city bus or provide their own transportation, but they will receive some allowance for transportation through the JOBS program.

Childcare for younger siblings is provided at the YMCA for children under age three.

Parents may receive additional help from an LVA tutor if they wish. All families enrolled in the Family Literacy Program receive YMCA Family memberships. Parents are encouraged to volunteer in the preschool room and will receive at-home activity packs to use with their child.

YMCA

Program Admission Policy

Family Literacy Program Admission Policy

Applicants for the Family Literacy Program will be accepted based on need.
Adults Participating must:

- be at least 18 years of age
- have an interest in improving literacy and educational skills
- have a child age eight or younger residing in a Chapter One school district
- make a commitment to attend classes on a regular basis

For More Information

Karol Machmeier, Lead Instructor
Family Literacy Program
(715)836-8474

Carol Gabler, Executive Director
Literacy Volunteers of America-Chippewa Valley
L.E. Phillips Memorial Public Library
(715)834-0222

Jack O'Connell, ABE Coordinator
Chippewa Valley Technical College
(715)833-6349

Richard Savolainen, Director of Special Programs
Eau Claire Area Schools System
(715)833-3442

Joanne Tews, JOBS Program Supervisor
Department of Human Services
(715)833-1977

Photos by David Joles

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FAMILY LITERACY PROGRAM

Cooperating Partners:

Chippewa Valley Technical College

EAU CLAIRE AREA SCHOOL DISTRICT

Eau Claire County Department of Human Services

Even Start

United Way

If you are just beginning to organize a comprehensive program, it might be helpful to get a post office box. Correspondence directed to one location avoids a lot of confusion.

A telephone and an answering machine at one location will also facilitate communication.

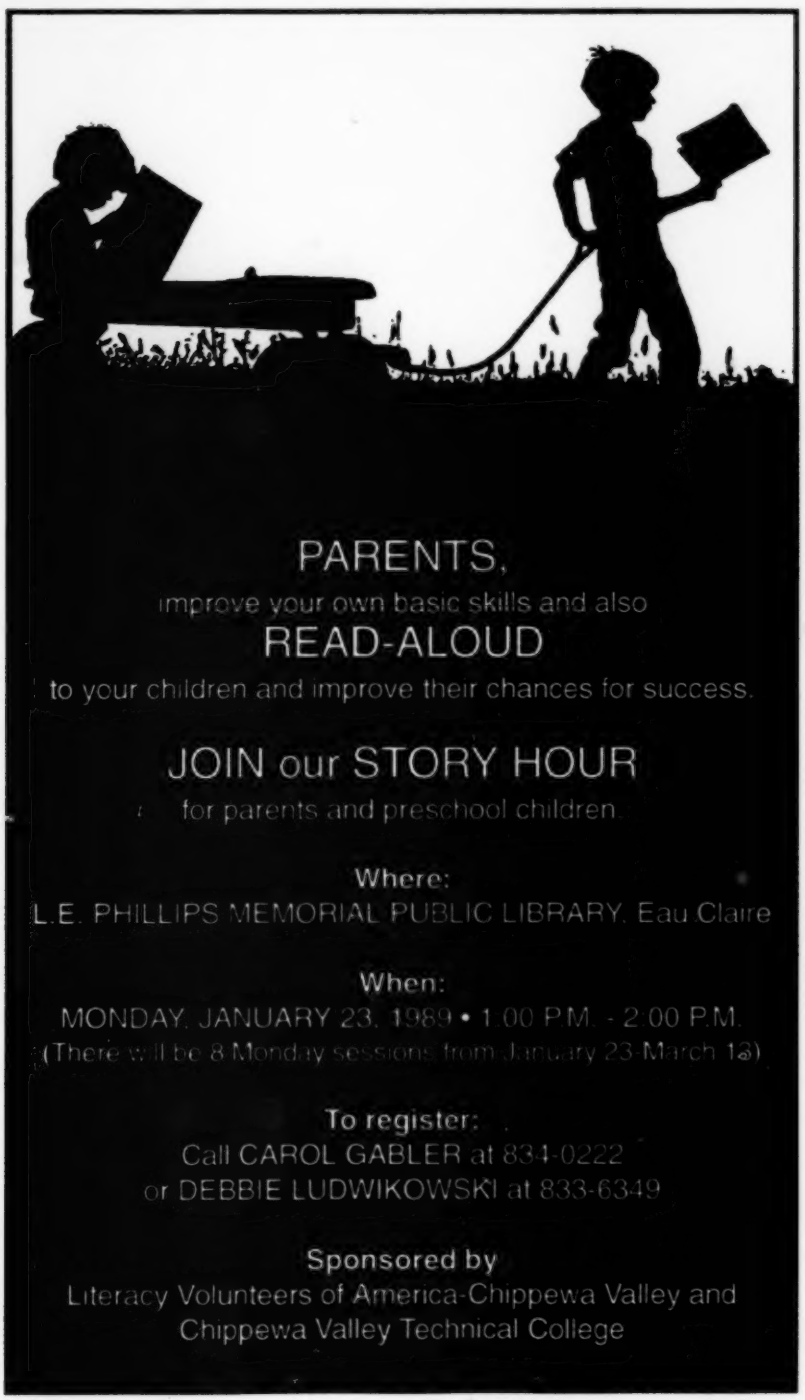
These steps allow you to establish yourself as a partnership before your program has even begun.

Family Literacy Program
700 Graham Avenue
Eau Claire, WI 54701
715-836-8474

LVA-Chippewa Valley
400 Eau Claire Street
Eau Claire, WI 54701
715-834-0222

Press releases and general news articles

Samples on the following pages depict both the start of a simpler program and the subsequent expansion to a more comprehensive program. They serve many different purposes, among them to inform, to invite, and to recognize participants.


PARENTS,
improve your own basic skills and also
READ-ALOUD
to your children and improve their chances for success.
JOIN our STORY HOUR
for parents and preschool children
Where:
L.E. PHILLIPS MEMORIAL PUBLIC LIBRARY, Eau Claire
When:
MONDAY, JANUARY 23, 1989 • 1:00 P.M. - 2:00 P.M.
(There will be 8 Monday sessions from January 23-March 13)
To register:
Call CAROL GABLER at 834-0222
or DEBBIE LUDWIKOWSKI at 833-6349
Sponsored by
Literacy Volunteers of America-Chippewa Valley and
Chippewa Valley Technical College

Staff photo by Dan Heiland

Countdown

Hmong preschoolers practice counting during a story hour for them and their parents led by Carol Gabler, back to camera, at L.E. Phillips Memorial Public Library. Gabler is coordinator of the Literacy Volunteers of America-Chippewa Valley, which sponsors the story hour at 1 p.m. Mondays to encourage Hmong parents to read to their children. The parents also are enrolled in the LVA-Chippewa Valley tutoring program or Chippewa Valley Technical College study skills center. The Hmong story hour runs through Nov. 21. A story hour for English-speaking parents and children will begin Jan. 23. For information about either program, call 834-0222 Mondays or Tuesdays.

Special storyhour for adults planned

The L.E. Phillips Memorial Public Library will hold a special story hour for adults with beginning reading skills and their preschool children from 1 to 2 p.m. Mondays, Jan. 23 through March 13.

During the storyhour, parents will learn how reading to their children can be fun and helpful in their children's development. Tutors will help parents improve their own reading skills during separate sessions.

The storyhour is sponsored by the Literacy Volunteers of America-Chippewa Valley, which serves new adult readers in Chippewa, Dunn and Eau Claire counties and the Chippewa Valley Technical College.

For more information, contact Carol Gabler at 834-0222 or Debbie Lubwikowski at 833-6349.

Family Literacy Program covering 'all the bases'

September 8, 1989

By Bob Brown
Leader-Telegram staff

Parents and children learning together is the goal of the Family Literacy Program that will begin operating in October at the Eau Claire YMCA.

A joint venture of the YMCA, Chippewa Valley Technical College and the Chippewa Valley Chapter of Literacy Volunteers of America, the program will help "the neediest of the needy parents who also need to upgrade their basic skills," according to Carol Gabler, the local LVA coordinator.

The program was announced today — International Literacy Day — during a press conference at L.E. Phillips Memorial Public Library.

"If parents are able to read and read to their children, the children going to school are going to have a more positive experience," Gabler said.

When parents are illiterate, it's difficult for children to receive the educational support they need at home. So they often repeat the negative school experiences of their parents, explained Karol Machmeier, an adult basic education and child-care services instructor at CVTC who will be coordinator of the Family Literacy Program.

The Family Literacy Program is an attempt to "break that cycle," Machmeier said.

The program is designed to serve parents who lack basic educational skills and their four-year-old children.

The parents and children will arrive at the YMCA together at 9:30 a.m. each Monday, Wednesday and Friday. Their instruction will last until 2:30 p.m.

While the four-year-olds are participating in the YMCA's preschool program, and any younger siblings are attending the YMCA child-care center, their parents will be next door at the Masonic Temple receiving instruction from Dave Godlewski, an adult basic education instructor at CVTC.

Parents will receive instruction in basic reading, writing and math skills, computer literacy, career planning and job-seeking skills. They may earn high school credits or a General Equivalency Diploma and receive individualized reading instruction from LVA tutors.

"By being housed at the Y, (the program) is going to be fun."

— LVA coordinator Carol Gabler

An hour each day will be devoted to lessons in parenting skills, covering such issues as child development and guidance, stress management, nutrition and how to interact positively with children.

Parents also will spend two hours each week with their children in the pre-school program, where they will apply what they've been taught in the parenting lessons, Machmeier said.

"Hopefully this will carry over to the home setting and parents will be able to integrate them in the home environment," she said.

Watching them learn and succeed in the pre-school program will allow parents to appreciate the potential of their children, Machmeier said.

"It's just a whole different atmosphere from what they have at home," she said. "I think the parents are really going to like that time with the kids."

The children's program will involve the "High Scope curriculum," developed in Michigan for children who need stimulation and enrichment before entering a regular school setting, Machmeier said.

The program will have an emphasis on language development and foster independence and creativity by having children choose and direct many activities, she said. The children will also receive swimming and exercise lessons.

"By being housed at the Y, (the Family Literacy Program) is going to be fun," Gabler predicted.

See **LITERACY**, Page 6A

Agencies teaming up to attack illiteracy

● **LITERACY** from Page 3A

"Many times these parents are people who have had negative learning experiences," she said. "If the learning experience for the parents and the child is fun, I can tell you they're going to want to come."

Godlewski sees the Family Literacy Program as a way for needy parents to break out of a suffocating rut.

"We're looking at people who are basically trapped in their own environment," he said.

But by providing free transportation and child care, "basically the parents will have no excuses," he said. "We've covered all the bases."

Covering all the bases costs money, and initially the program will be limited to 14 parents and their children, most of whom are expected to be referred by local schools and social service agencies.

State and federal money provided to CVTC and the Eau Claire County Human Services Department for adult basic education programs will fund the start-up of the Family Literacy Program. But Gabler and Machmeier hope to receive a $50,000 grant through the federal Even Start program to expand the program.

Godlewski expressed the hope that the Family Literacy Program will unleash the wasted potential among the estimated 20 percent of adults in western Wisconsin who have literacy deficiencies.

"In our high-tech society," he said, "we need them."

Jack O'Connell, adult basic education coordinator at CVTC, praised the dual approach of the new program.

"We in education are pleased to be working at both ends of the problem," he said. "The parent and the child."

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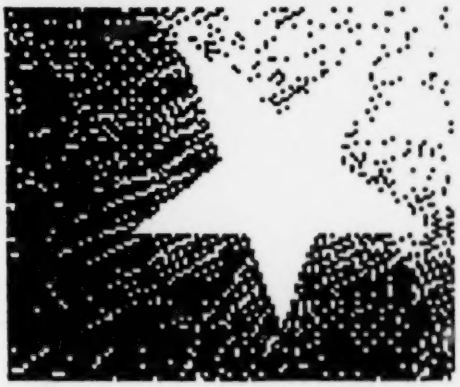


LVA Stars in Literacy

On February 2nd Shane presented his mom, Cathy, with a star representing her hard work in the family literacy program.

This program is designed to teach parents basic reading, writing and career skills while their preschool children are participating in educational experiences of their own. The goal is to break the intergenerational cycle of illiteracy by creating solid role models for their children.

If you or someone you know would like more information about available help , call 834-0222.

Leader-Telegram

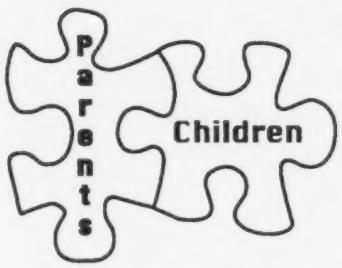
WQOW TV 18 Eau Claire

LITERACY VOLUNTEERS of AMERICA Inc

834-0222

Letters to parents

The following is a sample letter sent out to parents of Head Start children. This could be adapted to other preschool programs as well.



Head Start parents:

Head Start now offers a program for parents and children to learn together during the school year.

In the **Family Literacy Program**, you will have an opportunity to go to school to improve the basic skills needed to find a job or get a better one. You might choose to pursue a specific trade, or perhaps complete the requirements for a high school equivalency diploma. While you are in class, your child will attend preschool. Special time is provided for you to participate in your child's classroom. There are parenting classes available in the areas that interest you.

Please check any line that may apply to you:

_____ I am interested in working towards completing the GED tests.

_____ I would like to improve my reading, writing, math, and computer skills.

_____ I am unsure at this time and would like more information or the opportunity to visit such a program.

Name _____ Phone _____

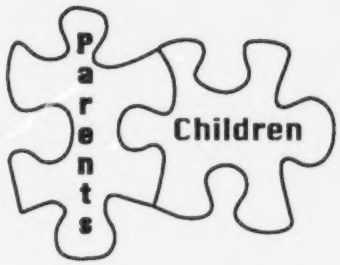
Address _____

Child's name _____

If you checked any line, please return this form with you child's Head Start application. You will receive more information later.

Note: This is only an interest sheet. You are not enrolling or under any obligation at this time.

This letter is a sample of one you might send out to parents who have shown interest in the program.



Family Literacy Program

Dear Parent and Family,

You have expressed interest in the Family Literacy Program.

We are offering two programs that will help parents continue their education while their children are in school. Child care is available.

Please read more about the programs in the enclosed brochure. For qualified families, this is a free opportunity, made possible by the following groups working together:

Literacy Volunteers of America-Chippewa Valley
Chippewa Valley Technical College
Eau Claire Area School District
Eau Claire County Human Services
YMCA

I will be starting enrollment soon and will be contacting you to see if one of these programs may work for your family.

If you have moved recently or do not have a telephone, please call me at 836-8474 so we can talk more and I can answer any questions. We can only enroll about forty families, so space is limited.

Sincerely,

Family Literacy Program Lead Instructor

Sample adult learning plan
to be shared with a tutor

Student: Mary
Tutor: Ann
Date:

Background information:

During the intake interview Mary indicated her desire to eventually get her G.E.D. She is concerned about her writing skills and feels that she does not know how to study for subjects such as social studies and science.

These areas of need were confirmed by the Test of Adult Basic Education (TABE) and the Degrees of Reading Power assessment, as well as a sample of Mary's writing. (Writing sample has been included.)

Mary likes to read to her son and wants to know how to help him develop his own skills. She also reports that the letters seem "blurred" when she tries to read at night.

Initial goals:

Improve reading skills: vocabulary, comprehension
Improve writing skills: parts of speech, sentence structure, mechanics, spelling
Improve study skills
Read to child: 10 minutes, 3 times per week
Have eyes examined: within 2 months

Suggested materials and ideas for lessons:

Reading: *Reading Skills for Adults* (Steck-Vaughn, Austin, TX 1992)
Strategies for Success: Pre-GED Social Studies (Steck-Vaughn, ibid.)

Try oral reading: student to tutor, tutor to student.
Create a vocabulary notebook: new words, synonyms, antonyms, homonyms, homographs, prefixes, suffixes.
Use computer programs to develop vocabulary and increase comprehension. (See our computer coordinator if Mary is interested.)

Writing: *Connections, Life Skills and Writing* (Steck-Vaughn, Austin, TX 1992)

Work on writing skills.
Use the writing process approach we learned in tutor training.
Write together in class. Share what you each have written.

Don't worry about polishing each piece. When you are enthusiastic about a piece, I encourage you both to write more at home. A Franklin Speller [electronic spelling machine] might be a good tool for Mary to use when writing. It would help her with spelling and eliminate some of the frustration.

Study skills: *Ready, Set, Study!* (Contemporary, Chicago, IL 1990)

Helping Mary realize she has the ability to be successful in school is a priority this semester. Her social worker indicated she is very reliable and attendance should not be a problem.

Comments:

It is important for you to discuss with Mary how you will spend your 90 minutes together. I might suggest 15 minutes reading, 30 minutes working on a particular topic, 30 minutes writing, and 15 minutes reviewing.

It would be helpful if you and she could go to the public library after class sometimes and pick out children's books. Mark on your calendars when books must be returned. Introduce Mary to the children's librarians. They are happy to help parents who feel unsure about choosing books. Encourage Mary and her son to take part in the children's programs at the library. Since she drives, this should be a fun activity.

Please feel free to call if you have questions. Thank you.

Writing sample at intake:

My son Jon is three and one halve.

He relly likes books that arn't to long but I'm not allways sure what to read to him to help so he'll do good in school.

We like to go visit at Grandmas on the weekend.

Evaluation in Family Literacy: Questions and Issues to be Addressed

By Ann Seaman & Don Seaman, Texas A&M University, May 1994

I. Family evaluation model includes
   A. Proof of effect
   B. Judgement versus criteria
   C. Valuing

II. Questions to ask about family literacy programs
   A. Do parents in family literacy programs change positively?
   B. In the short term, do parents demonstrate increases in
      1. educational skills?
      2. parenting skills?
      3. involvement with schools?
      4. positive attitudes toward schools?
      5. employment skills?
   C. In the long term do parents
      1. reach educational goals?
      2. reach employment goals?
      3. improve interpersonal skills?
      4. become better parents?
   D. Do children in family literacy programs change positively?
      1. As preschoolers do children demonstrate
         a. increased readiness to learn?
         b. developmental skills?
         c. social skills?
      2. As students do children demonstrate
         a. higher grades?
         b. better attendance?
         c. fewer behavioral problems?
         d. regular progress?
         e. better attitudes toward school?
      3. In long-term results do children
         a. complete their education?
         b. continue to vocational training?
         c. continue in post-secondary education?
         d. obtain employment?
         e. function as productive citizens?

III. Strategies to measure outcomes in family literacy programs
   A. Informal educational skill measures for parents
      1. Reading inventories
      2. Portfolio assessment
      3. Interviews
      4. Information sheet
   B. Formal educational skill measures for parents
      1. Comprehensive adult student assessment system (CASA)
      2. Test of Adult Basic Education (TABE)
      3. ESL assessment
   C. Parenting skills measures
      1. Parents as teachers
      2. Practical parenting
      3. Parent effectiveness training
      4. Systematic training for effective parenting
   D. Educational skills measures for children
      1. Observational - Child Observation Record (COR)
      2. Standardized - Peabody Picture Vocabulary Revised (PPVR)
      3. Preschool Inventory (PSI)

IV. Other questions
   A. Do parents in family literacy programs learn more than in adult-focused programs?
   B. Do children in family literacy programs learn more than in child-focused programs?
   C. What are the effects of time in class attendance and cost?

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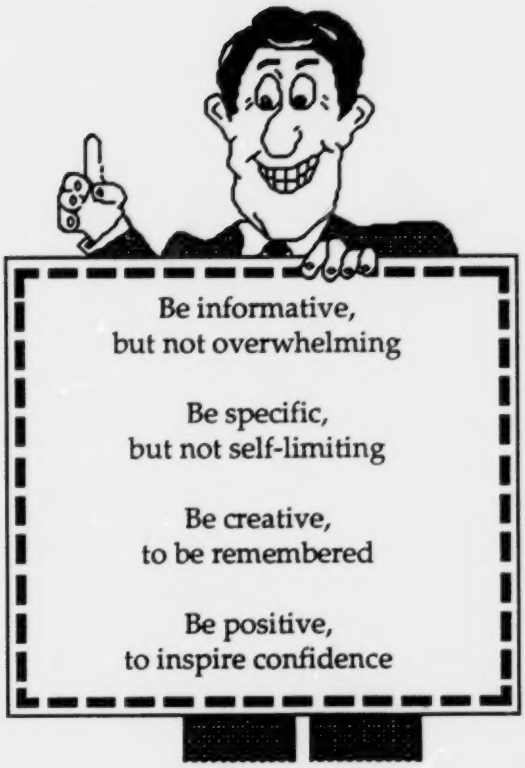

Be informative,
but not overwhelming
Be specific,
but not self-limiting
Be creative,
to be remembered
Be positive,
to inspire confidence

Appendix: Section 3
Forms to get you started

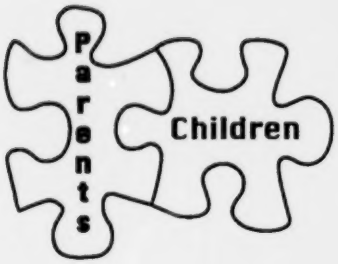
This section contains some forms to help you get your program started and others that can be used in the day-to-day operation of the program.

Forms listed in order of appearance:

Program initial intake form
Authorization for release of records
Child care policy
Adult attendance and behavior policy
Adult attendance record
Adult conference evaluation
Child observation checklist
Child field trip permission form
Parenting interest surveys (3)
Parenting goals
Parent/child interaction report
Tutoring log
Program survey

These forms were designed by the family literacy staff and regular staff of Literacy Volunteers of America-Chippewa Valley.
They have been adapted to suit the purposes of this manual.

Family Literacy Program



Initial Intake Form

General information:

Student name _____ Soc. sec. no. _____

Address _____ Telephone no. _____

State & Zip _____ Date _____

Area school _____ School phone no. _____

Case manager _____ JOBS or JTPA? Yes _____ No _____

Educational needs:

____ G.E.D. ____ Math ____ Computers ____ Upgrade skills
____ Writing ____ Reading ____ Parenting ____ Employability

Highest school year completed _____ School attended _____

Test results available? Yes ____ No ____ From where? _____

Employment _____ When last? _____

Placement:

Days available: M ____ T ____ W ____ Th ____ F ____

Transportation: Car ____ School bus ____ City bus ____

Date arranged _____ Starting date _____ Ending date _____

Site _____ Tutor needed? Yes ____ No ____

Tutor name _____ Date assigned _____

Tutor phone number _____

Characteristics of participant:

Prior social or educational services received:

____ Welfare services
____ Vocational rehabilitation
____ Employment training
____ Vocational education
____ Adult basic education (0-4)
____ Adult basic education (5-8)
____ Adult secondary education (9-12)
____ English as a Second Language

Social/educational services currently participating in:

____ Welfare service
____ Employment training
____ Other
____ Vocational education
____ Vocational rehabilitation

Possible future goals: _____

_____

Family structure:

____ Couple with children
____ Foster parents
____ Single parent with children
____ Grandparents

Number of adult household members (18+) _____
Number of children (0-7) _____ Number of children (8-18) _____

Primary source of financial support for the family:

Income: ____ $5,000-10,000 ____ $10,000-15,000 ____ Over $15,000

Family assistance programs: _____

_____

_____

Children:

Name	Age	School
1._____	_____	_____
2._____	_____	_____
3._____	_____	_____
4._____	_____	_____

Educational status of children:

	Head Start	Preschool	Spec Ed*	Kgarten	None	Other
Child #1 Gender ____ Birthdate _____						
Previous educ.						
Current educ.						
Child #2 Gender ____ Birthdate _____						
Previous educ.						
Current educ.						
Child #3 Gender ____ Birthdate _____						
Previous educ.						
Current educ.						
Child #4 Gender ____ Birthdate _____						
Previous educ.						
Current educ.						

*Early intervention/early childhood special education

Comments:

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Family Literacy Program

Authorization and Release Form

Student name _____ Soc. sec. no. _____

Address _____ Telephone no. _____

Examine records:

I authorize and permit the _____ family literacy staff to examine my past records or share my current records for the express purpose of making a contribution to the development of my education plan.

I hereby give my permission to the staff named above to request or share the following information:

____ medical information ____ educational records ____ work history
____ assessment/training information ____ other _____

This information may be released to the following for educational and employment planning purposes: _____ adult education staff _____ counseling services
_____ child care providers _____ school district
_____ department of social services

Written materials:

I authorize and permit the family literacy staff named above to reprint materials I have written. I give my permission for these materials to be used in tutor-training workshops, the newsletter, and any other use deemed helpful to promote the program. Yes ____ No ____

Photos:

I authorize and permit the family literacy staff named above to use my photograph and/or my child's photograph in publications or any other use deemed helpful to promote the program. Yes ____ No ____

Permission is given for the following period of time:_____ to _____
I understand the meaning of the above authorizations.

Student's signature _____ Date _____

Staff member _____ Title _____

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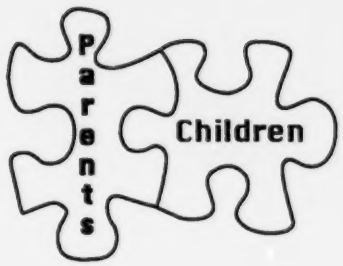
Family Literacy Program



Child Care Policy

Family literacy child care <u>may</u> be used for:

1. family literacy program hours.

2. appointments which are directly related to family literacy.
   * Testing appointment for G.E.D.
   * Touring programs through adult education programs
   * Registration time at adult education program

3. appointments through the social services which cannot be scheduled for non-class time.

4. school participation with older siblings such as parent in the classroom.

Family literacy child care <u>may not</u> be used for:

1. doctor or dental appointments.

2. rental or housing problems.

3. appointments which may be scheduled during non-class time days or hours.

4. any outside appointment not related to family literacy or human services employment program.

The child care staff must know where you are at all times.

I have read and understood the child care policy stated above.

Student's signature _____ Date _____

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Family Literacy Program

Attendance and Behavior Policy

Student name _____ Telephone no._____

Attendance policy:

1. Regular attendance is expected of all students enrolled in Family Literacy.
2. Outside appointments not related to Family Literacy are to be scheduled outside of class time.
3. Students are to arrive for class on time and may not leave early unless arrangements are made with the instructor.
4. Attendance is reported to agencies involved as requested.
5. Students must call Family Literacy to report excused absences.

Behavior policy:

1. Smoking is allowed only in designated areas, using proper ash trays.
2. Food and beverages are allowed in the classroom only when instructor permits them.
3. No visitors or guests may attend without prior arrangement.
4. Showing respect for property and other students is required.
5. The possession or use of a controlled substance (drugs or alcohol) will result in suspension or other disciplinary action.

A student may be dropped from the program for:

1. Distracting behavior that interferes with teaching.
2. Disruptive behavior toward other students.
3. Profane/abusive language.
4. Uncooperative/disrespectful behavior.
5. Not progressing in class or sleeping in class.
6. Too many absences, excused or unexcused.

I have read the above policies and understand what is expected of me.

Student signature _____ Date _____

Instructor _____

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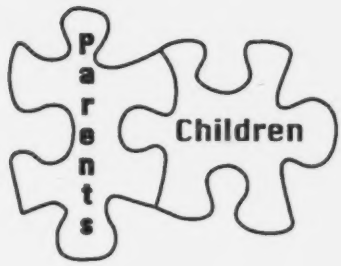
Family Literacy Program

Adult Attendance Record



Date _____

Name	AM/In	AM/Out	PM/In	PM/Out	ABE	PAR	PAC

ABE: Adult Basic Education PAR: Parent education PAC: Parent/child interaction time

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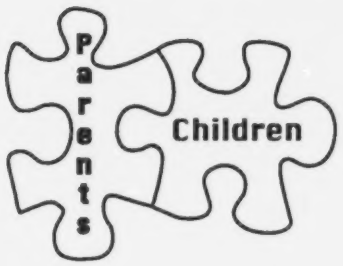
Family Literacy Program



Adult Conference Evaluation: Mid-Semester and Year-End

Student name _____ Date _____

Attendance _____ / _____ Hours _____ _____ %

Student accomplishments:

_____

_____

_____

Concerns:

_____

_____

_____

Future goals: _____

_____

Plans for next semester: ____ Return to family literacy ____ Seek employment
____ Attend other training ____ Other

Student suggestions/comments: _____

_____

Conclusions: _____

_____

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Family Literacy Program

Child Observation Checklist

Child name _____ Birthdate _____

Age & date at 1st check: ____/____ 2nd check: ____/____

Terms used: **NU** = Not Usually
ST = Some of the Time
AA = Almost Always

Physical development:

1. _____ _____ Good general health and hygiene (vision, hearing, weight, eating habits, manners, etc.)
2. _____ _____ Good large muscle control and coordination -- gross motor (running, walking, jumping, climbing, throwing, etc.)
3. _____ _____ Good small muscle control and coordination -- fine motor (drawing, printing, scissor skills) (puzzles, shelf toys, building blocks, etc.)

Comments:

_____

_____

Speech and language development:

1. _____ _____ Speaks clearly (articulation and letter sounds)
2. _____ _____ Talks in sentences; asks, answers questions
3. _____ _____ Expresses ideas, feelings, and needs -- using words
4. _____ _____ Initiates conversation during play and contributes to group time

Comments:

_____

_____

Social development:

1. _____ _____ Cooperates, shares, respects other children, and takes turns

2. _____ _____ Interacts positively with teachers and other adults

3. _____ _____ Is able to play alone or in groups

Comments:

_____

_____

Emotional development:

1. _____ _____ Likes school, seems generally happy and secure

2. _____ _____ Responds appropriately with parent in the room

3. _____ _____ Accepts limits and shows ability to control own behavior

4. _____ _____ Feels confident of own ability and shows positive self-esteem

Comments:

_____

_____

Intellectual (thinking or cognitive) development:

1. _____ _____ Shows good general knowledge and awareness of things (knows name, age, animals, events, etc.)
2. _____ _____ Uses age-appropriate vocabulary

3. _____ _____ Demonstrates good understanding of concepts (big, short, high, first, more, etc.)
4. _____ _____ Has age-appropriate recognition of colors, numbers, letters

Comments:

_____

School readiness skills:

1. _____ _____ Demonstrates adequate skills in independent behaviors (dressing, eating, using the toilet, clean-up)
2. _____ _____ Is motivated to try and eager to learn new things
3. _____ _____ Can concentrate, stay on task, complete an activity
4. _____ _____ Listens, comprehends, and follows directions
5. _____ _____ Shows some problem-solving abilities (handles frustration, tries new ideas, asks for help)
6. _____ _____ Enjoys books, stories, reading and writing activities

Comments:

_____

_____

Areas child plays in at school on regular basis:

1. _____ _____ Art activities
2. _____ _____ Quiet activities (puzzles, shelf games)
3. _____ _____ Building (blocks, Legos, sand)
4. _____ _____ Books
5. _____ _____ Family (kitchen, dress-up, pretend)

Comments:

_____

_____

_____

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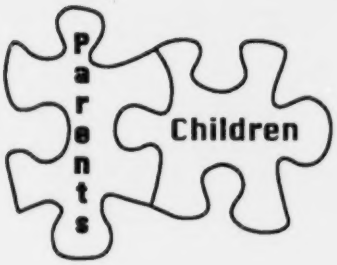
Family Literacy Program

Field Trip Permission Form



Student name _____ Soc. sec. no. _____

Address _____ Telephone no. _____

State & Zip _____ Emergency contact _____

My child, _____, has my permission to visit _____ on this date _____ with the family literacy staff.

I give my permission for my child to ride in a private automobile to go on this field trip. I will not hold _____ or any family literacy partners responsible for any accident or injury that occurs to my child.

I understand that if I drive my own car and take my own child and other passengers, I must have liability insurance and a valid driver's license. My driver's license number is _____. I take full responsibility for any accident, property damage or personal injury that occurs to me.

I understand that _____ and the family literacy partners do not have automobile insurance to cover injuries and damage.

Signature of parent: _____

Date signed: _____

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Parenting Interest Survey

We would like to assist you in learning more about those things of interest to you. On the following list there are many topics that parents often express an interest in knowing more about. Please check only those that most interest you.

_____ Managing children's behavior

_____ Ages and stages of development

_____ Understanding children's play

_____ Family nutrition

_____ Dental/health concerns

_____ Home safety and sanitation

_____ First aid/CPR

_____ Finding good childcare

_____ Sibling rivalry

_____ Violence and aggression in children

_____ At-home activities for children

_____ Working with teachers/schools

_____ Learning disabilities

_____ "Readiness for school"

_____ Ways to strengthen families

_____ Living with adolescents

_____ Handicapped children

_____ Child abuse and neglect

_____ Alcoholism's effect on children

_____ Choosing good children's books

_____ Choosing good children's toys

_____ Television and children

_____ Helping children learn

_____ Improved reading aloud skills

____ Single parent issues:
Custody
Child support
Visitation, etc.

_____ Stepparenting issues

_____ Talking to children about:
Divorce
Sex
Death and dying
Fears and feelings

_____ Other

_____

_____

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Personal Growth and Employability Interest Survey

Listed below are topics that assist adults in increasing personal, living, school, and employability skills. Please check those that most interest you.

_____ Building self-esteem
Attitude
Motivation
Assertiveness
Communication

_____ Emergency food, housing, clothing

_____ Depression/mental health issues

_____ Dieting/personal appearance

_____ Exercise/physical fitness

_____ Family planning/birth control

_____ Alcohol/drug abuse

_____ Resolving conflict/problems

_____ Adult relationships

_____ Using community resources

_____ Support group information

_____ WIC (Women, Infants, Children)

_____ PIC (Private Industry Council)

_____ DVR (Div. Vocational Rehab.)

_____ Budget/stretching dollars

_____ Consumer awareness
Smart buying
Handling complaints, etc.

_____ Driver's license

_____ Understanding charts, labels, billing systems

_____ Understanding forms, legal documents

_____ How to succeed in college/tech

_____ Career planning

_____ Finding a job
Reading ads
Filling out applications
Resume writing
Interviewing skills

_____ Managing anger

_____ What employers look for

_____ Working with social services

_____ Other

_____

_____

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Parenting Challenges Survey

The following is a list of some of the most common problems parents have when managing children's behavior. Check those that concern you the most.

_____ Poor eating habits

_____Overeating

_____Not eating

_____Playing with food

_____Poor sleep habits

_____Getting up in the night

_____ Toileting accidents

_____ Aggressive behavior

_____Talking back

_____Demanding own way

_____Name-calling

_____Destroying property

_____Throwing temper tantrums

_____ Dependent behavior

_____Being possessive

_____Clinging to parents

_____Dawdling

_____Whining

_____ Uncooperative behavior

_____Refusing to clean up

_____Not following directions

_____ Problems in public

_____Interacting with strangers

_____Wandering away

_____Getting into things

_____Taking things

_____Traveling problems

_____Resisting car seats

_____Other _____

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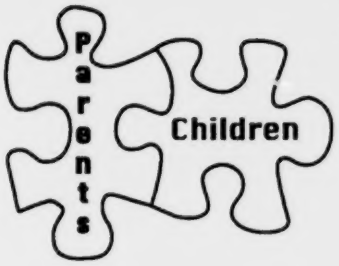
Family Literacy Program



Parenting Goals for Discipline:

Parent's name _____ Date _____

Child's name _____ Age (years and months) _____

1. Write down the good (positive) behaviors you usually see in this child during the week. (List as many as you can.)

2. Write down the misbehaviors you usually see in this child during the week.

3. Look at the positive behaviors you listed in question 1. Write down two that you feel your child really does well.

   _____

   _____

4. Look at the misbehaviors listed in question 2. Write down the two areas you feel are the most urgent to change.

   Goal 1: I want to help my child learn to

   _____

   Goal 2: I want to help my child learn to

   _____

5. In disciplining my child(ren)

I really feel good about the way I:

I have concerns or frustrations about the way I:

I would like to:

Family Literacy Program

Report of Parent/Child Interaction Time

Parent's name _____ Date _____ Time _____

Child's name _____

What did you do in your child's classroom today?

_____

_____

_____

_____

_____

_____

What did your child do?

_____

_____

_____

_____

_____

How do you feel about the time spent? Why?

_____

_____

_____

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Family Literacy Program
Tutoring Log

Name of tutor _____ Name of student _____

Where will you meet? _____ When will you meet? _____

Length of tutoring sessions _____ Date _____

We are interested in supporting you as you work with your student.
Please return this form after your second session.

First session

Brief summary of session (materials and activities):

Ideas for next session:

Any problems?

Any progress?

Second session

Brief summary of session (materials and activities):

Ideas for next session:

Any problems?

Any progress?

_____ I would like you to contact me for additional help.

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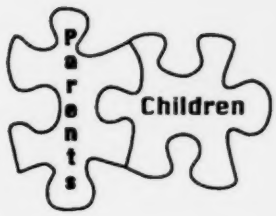
Family Literacy Program



Year-End Program Survey

Please choose the number that corresponds with your response:

Choose **1** if you **strongly disagree** with the statement.
Choose **2** if you **disagree** with the statement.
Choose **3** if you have **no feeling** or if the statement is **not applicable** to you.
Choose **4** if you **agree** with the statement.

Overall program:

1. The family literacy program was helpful to me. _____
2. Family literacy helped my child(ren). _____
3. I will use what I have learned. _____
4. I have made friends in family literacy. _____
5. I attended as often as I was able. _____
6. I feel that the family literacy staff helped me set goals I could reach. _____
7. My future looks better to me now. _____
8. I know that I can improve my family's life. _____
9. The transportation services helped me attend school. _____
10. The sibling child care service was helpful to my family. _____

Adult Basic Education:

1. I improved my skills in math. _____
2. I improved my skills in reading. _____
3. I improved my skills in writing. _____
4. I feel comfortable using the computer. _____

5. I have learned how to study and how to use my time more wisely. _____

6. I put a lot of effort into my work. _____

7. I know that homework is important to my skills. _____

8. My self esteem improved in the family literacy program. _____

9. My tutor helped me. _____

10. The classroom was physically comfortable. _____

Parent education and employability:

1. I know I need further education before getting a job. _____

2. I know what I need to do to apply for a job. _____

3. I have completed a resume that will help me find work. _____

4. I know how to contact agencies to help me find work. _____

5. I am better informed about careers and my options. _____

6. I know what to expect in an interview. _____

7. Learning about grooming and clothes was helpful. _____

8. I am better prepared for a job. _____

Parenting:

1. I learned new ideas about parenting and discipline. _____

3. I feel I can handle my child(ren) better now. _____

4. I understand why hitting is harmful. _____

5. I learned new activities to use at home. _____

6. I feel better about school for my child(ren). _____

7. I will be more involved in my child's school. _____

Children/preschool:

1. My child was glad to come to preschool. _____
2. My child enjoyed the special activities. _____
3. My child has better self-esteem. _____
4. My child feels more positive about school because of family literacy. _____
5. We talked about school activities at home. _____
6. My child is better prepared for school next year. _____
7. My child benefited from referrals to special services. _____

Parent/child interaction times:

1. I learned new things about my child. _____
2. I enjoyed helping in the children's room. _____
3. My child looked forward to having me come to help. _____
4. I read more to my child at home now. _____
5. We have a library card and have used the public library. _____
6. We will continue to attend story hours together. _____

Additional comments:

unconditional permission to copy

Appendix: Section 4
Resource lists and bibliography

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Valuable resources for family literacy programs

Organizations that promote family literacy

Even Start Program

Compensatory Education Program
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6132 (202) 401-1692

Contact your state department of education.

Services offered: Funding for programs which integrate early childhood education and adult education based on collaboration of community resources

Literacy Volunteers of America

5795 Widewaters Parkway
Syracuse, NY 13214 (315) 445-8000

Services offered:
- Assistance for literacy providers
- Instructional and training materials
- Volunteer program
- Management materials: 50/50 Training, Verse Computer Management System
- *Reading with Children* program
- Annual conference

National Center for Family Literacy

Waterfront Plaza, Suite 200
325 West Main Street
Louisville, KY 40202-4251 (502) 584-1133

Services offered:
- Pre-implementation seminars for administrators and policymakers
- Implementation training for teachers and other program staff
- Publications and videotapes for awareness, training, program development, curriculum building, and evaluation
- National evaluation, validation, and dissemination of effective programs and promising practices
- Quarterly newsletter
- Annual conference

Laubach Literacy Action
1320 Jamesville Avenue
P.O. Box 131
Syracuse, NY 13210 (315) 422-9121

Services offered: Assistance for literacy providers
Instructional and training materials
Volunteer program management materials
Annual conference

National Institute for Literacy
800 Connecticut Avenue NW, Suite 200
Washington, DC 20006 (202) 632-1500

Origin: Independent federal agency funded through offices of Secretary of Education, Secretary of Labor, and Secretary of Health and Human Services
Services offered: Coordination and enhancement of literacy efforts at all levels
Collaboration with Congress on literacy initiatives
Grant funding
Informational retrieval systems to link resources and disseminate research

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139 (302) 731-1600, ext. 215

Services offered: Clearinghouse for the dissemination of reading research through conferences, journals, and other publications

Reading Is Fundamental (RIF), Inc.
Programs Division
600 Maryland Avenue, SW
Suite 500
Washington, DC 20024 (202) 287-3220

Services offered: Reading motivation program that works with children and families, providing free materials and special programs for at-risk families

Barbara Bush Foundation for Family Literacy
1002 Wisconsin Avenue, NW
Washington, DC 20007 (202) 338-2006

Services offered: Funding source for development of family literacy programs
Support for training and professional development of teachers

American Library Association (ALA)
Office for Library Outreach Services
50 East Huron Street
Chicago, IL 60601 (312) 944-6780

Institute for the Study of Adult Literacy
Pennsylvania State University
204 Calder Way, Suite 209
University Park, PA 16801-4756 (814) 863-3777

Services offered: Staff development and instructional materials
Dissemination of research
Newsletter

Illinois Literacy Resource Development Center
269 West Clark Street
Champaign, IL 61820 (217) 355-6068

ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210 (614) 292-4353
(800) 848-4815

National Clearinghouse on Literacy Education
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037 (202) 429-9292

Project Literacy U.S. (PLUS)
WQED
4802 Fifth Avenue
Pittsburgh, PA 15213 (412) 622-1300

Materials helpful in program development

Adult Literacies: Intersections with Elementary and Secondary Education
Edited by Caroline Beverstock and Anabel Newman (1991)
Phi Delta Kappa
Box 789
Bloomington, IN 47402 (812) 339-1156

Community Collaborations for Family Literacy Handbook
By Shelly Quezada & Ruth S. Nickse (1993)
Neal-Schuman Publishers, Inc.
100 Varick Street
New York, NY 10013

Generation to Generation: Realizing the Promise of Family Literacy
By Jack Brizius and Susan Foster (1993)
National Center for Family Literacy
High Scope Press
600 N. River St.
Ypsilanti, MI 48197

Maintaining the Balance: A Guide to 50/50 Management
By Anne DuPrey (1993)
Literacy Volunteers of America, Inc.
5795 Widewaters Parkway
Syracuse, NY 13214 (315) 445-8000

Strategies for Building Collaborative Relationships and Articulated Programs
By Judith A. Alamprese
Paper presented at Transitions: Building Partnerships Between Literacy Volunteer and Adult Education Programs (1994 national conference sponsored by U.S. Department of Education, Washington, DC.).

Reprints available from the author: Judith Alamprese
1735 Eye Street, NW, Suite 613
Washington, DC 20006
(202) 728-3939

Working with Families: Promising Programs to Help Parents Support Young Children's Learning; Executive Summary
By Goodson, B.D., Swartz, J.P., and Millsap, M.A. (February 1991)
Final Report for the U.S. Department of Education, Office of Planning, Budget and Evaluation.

Adult education resources

Adult Literacy: Contexts and Challenges
By Anabel Newman and Caroline Beverstock (1990)
International Reading Association
800 Barksdale Road
Newark, DE 19714-8139

American Association for Adult and Continuing Education (AAACE)
1112 Sixteenth Street NW, Suite 420
Washington, D.C. 20036 (202) 463-6333

Bright Ideas, a free quarterly newsletter for educators and learners in ABE
Published by World Education
210 Lincoln Street
Boston, MA 02111

Celebrate Writing, a collection of adult student writings
Put it in Print, a manual for producing a book of student writings
Published by Chippewa Valley Publishing
Literacy Volunteers of America-Chippewa Valley
400 Eau Claire St.
Eau Claire, WI 54701 (715) 834-0222
(Ordering information is on back page of this manual.)

Collaboration Through Writing and Reading
By A. H. Dyson (Ed.) (1989)
National Council of Teachers of English
1111 West Kenyon Road
Urbana, IL 61801-1096

ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH (800)848-4815

Mosaic: Research Notes on Literacy, free newsletter
Published by Institute for the Study of Adult Literacy
College of Education, Pennsylvania State University
204 Calder Way, Suite 209
University Park, PA 16801-4756 (814) 863-3777

Early childhood education resources

ERIC Clearinghouse on Elementary and Early Childhood Education
Univers. y of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801 (217) 333-1386

National Association for the Education of Young Children
1509 16th Street, N.W.
Washington, DC 20036-1426 (202)232-8777

Brochures:
- #547 Developmentally Appropriate Practice in Early Childhood Programs Serving Infants
- #508 Developmentally Appropriate Practice in Early Childhood Programs Serving Toddlers
- #522 Good Teaching Practices for 4- and 5-Year-Olds

Young Children in Action (Preschool curriculum)
By Mary Hohmann, Bernard Banet, and David Weikart (1979)
High/Scope Educational Research Foundation
High/Scope Press
600 North River Street
Ypsilanti, MI 48197

Parent education resources

How to Talk So Kids Will Listen and Listen So Kids Will Talk
By Adele Faber and Elaine Mazlish (1980)
Avon Books, NY

Let's Work It Out
By Elizabeth Singer and Yvette Zgonc
New Reader's Press
Laubach Literacy Action
1320 Jamesville Avenue
P.O. Box 131
Syracuse, NY 13210 (315) 422-9121

STEP Series: Parenting Young Children
By Don Dinkmeyer, Gary McKay and James Dinkmeyer (1989)
American Guidance Service
Circle Pines, MN 55014-1796

The Nurturing Program for Parents and Children: Birth to Five Years
By Stephen Bavalek (1988)
Family Development Resources, Inc.
3160 Pinebrook Road
Park City, UT 84060

Parent/child interaction resources

ERIC Clearinghouse on Reading and Communication Skills
Indiana University/Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, IN 47408-2698 (812) 855-5847

ERIC Family Literacy Center (800) 759-4723
(offers a line of products to help families read together)

Reading is Fundamental (RIF), Inc.
Programs Division
600 Maryland Avenue, SW, Suite 500
Washington, DC 20024 (202) 287-3220

Reading With Children
Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214 (315) 445-8000

Resources for evaluation and portfolio assessments

An Evaluation Framework for Family Literacy Programs
By K.E. Ryan (1991)
(ERIC Document No. ED 331 029)

Family Portfolios: Documenting Change in Parent-Child Relationships
By R.J. Popp (1992)
National Center for Family Literacy
Waterfront Plaza, Suite 200
325 West Main Street
Louisville, KY 40202-4251 (502) 584-1133
(ERIC Document No. ED 342 819)

Learner Portfolios to Support Transitions in Adult Education
By Jane Braunger, Sylvia Hart-Landsberg, and Stephen Reder
Paper presented at Transitions: Building Partnerships Between Literacy Volunteer and Adult Education Programs (1994 national conference sponsored by U.S. Department of Education, Washington, DC).

Reprints available from: Stephen Reder, Director
Literacy, Language, and Communication Program
101 SW Main Street, Suite 500
Portland, OR 97204 (503) 275-9500

The Mechanics of Success for Families [Report #1]
(Evaluation tools)
Illinois Literacy Resource Development Center
269 West Clark Street
Champaign, IL 61820 (217) 355-6068

Portfolio Assessment in Adult, Career, and Vocational Education
Trends and Issues Alerts
By Susan Imel (1993)
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

Testing and Assessment in Adult Basic Education and English as a Second Language Programs.
By T. G. Sticht (1990)
San Diego, CA: Applied Behavioral and Cognitive Sciences, Inc.

Resources for English as a Second Language programs

Home English Literacy for Parents: An ESL Family Literacy Curriculum
By Terdy, D. & Berkovitz, L. (1989)
Adult Learning Resource Center
1855 Mount Prospect Road
Des Plaines, IL 60018
(ERIC Document Reproduction Service No. ED 313 926)

Language and Culture in Conflict: Problem Posing in the ESL Classroom
By Wallerstein, N.
Addison-Wesley Publishing Company, 1983

Learner Assessment in Adult ESL Literacy (ERIC Q & A , September 1992)
By Heidi Spruck Wrigley
Center for Applied Linguistics (see address below)

Limited English Proficiency (LEP) Parent Involvement Project Modules
Minnesota Department of Education, Fall, 1991
Adult Learning Resource Center
1855 Mount Prospect Road
Des Plaines, IL 60018

Parenting Curriculum for Language Minority Parents
By Grace Holt/Sacramento-Stockton Family English Literacy Project (1988)
Cross Cultural Resource Center
California State University
580 University Avenue, Suite A
Sacramento, CA 95825
(ERIC Doc. Reproduction Service No. ED 318 281)

Parent Involvement and the Education of Limited-English-Proficient Students
By Simich-Dudgeon, C. (1986)
ERIC Digest
(ERIC Document Reproduction Service No. ED 279 205)

For a list of free publications on adult ESL literacy from the National Clearinghouse on Literacy Education (NCLE) for Limited-English-Proficient Adults,
write or call: Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037 (202) 429-9292

Possible funding sources

Adult Education and Literacy/ED
400 Maryland Avenue, SW
Washington, DC 20202-7240 (202) 732-2270

Barbara Bush Foundation for Family Literacy
1002 Wisconsin Avenue NW
Washington, DC 20007 (202) 337-6754

Even Start
U.S. Department of Education/OESE
Portals Building, Room 4400
400 Maryland Avenue, SW
Washington, DC 20202-6132 (202) 401-1692

Head Start
Administration for Children and Families, Program Development
Department of Health and Human Services
Washington, DC 20201-0001 (202) 205-8578

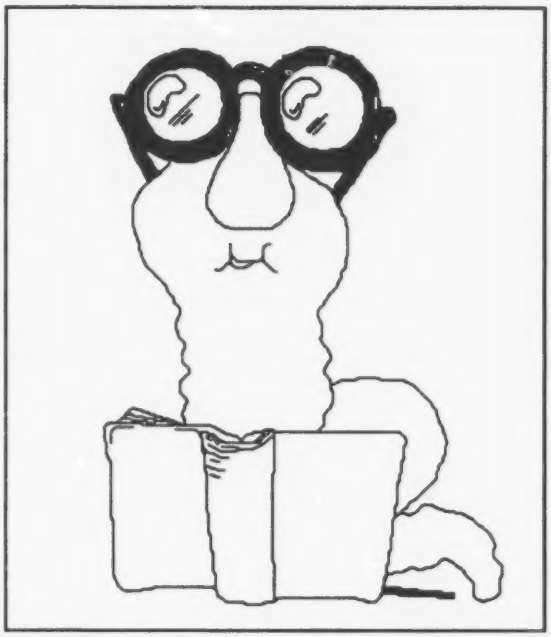
Job Opportunities and Basic Skills Training Program
Family Support Administration/JHHS
370 L'Enfant Promendade, SW
Washington, DC 20447 (202) 252-4518

Library Literacy Programs (Library Services and Construction Act)
Office of Educational Research and Improvement (OERI)/ED
555 New Jersey Avenue, NW
Washington, DC 20206 (202) 357-6315 [Funds for library literacy programs only]

National Coalition of Title 1/Chapter 1
Edmonds School Building
9th and D Streets NE
Washington, DC 20002 (202) 547-9286

National Institute for Literacy
800 Connecticut Avenue NW, Suite 200
Washington, DC 20006 (202) 632-1500

United Way Of America
701 North Fairfax Street
Alexandria, VA 22314-2045 (703) 836-7100



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Lewis, A. (1993, June). The payoff from a quality preschool. *Phi Delta Kappan*, p. 748.

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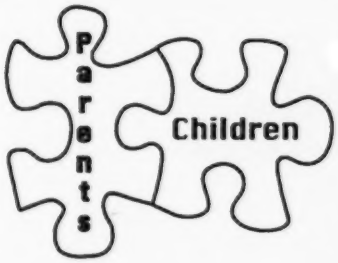

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